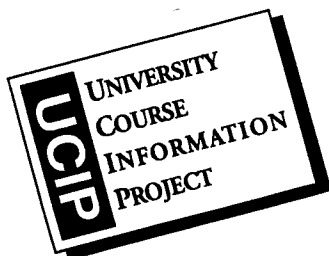


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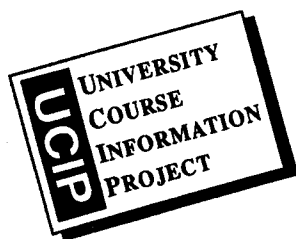
COURSE GUIDE

**A Listing of All Faculty Responses from
Fall 1992 to Winter 1994**

- College of Education •
- College of Agriculture •
- College of Liberal Arts •
- Institute of Technology •
- College of Biological Sciences •
- Carlson School of Management •
- College of Architecture and Landscape Architecture •



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Course Information Guide

University Course Information Project

235 Coffman Union
300 Washington Avenue SE
Minneapolis, MN 55455
Phone: (612) 624-9645
Fax: (612) 625-9161
Internet: ucip-msa@gold.tc.umn.edu

Complete Listing Statistics

1,778 surveys returned by faculty during
the last 5 quarters

Director

Michael Handberg

Student Board

Richard Cushing
Tami Gruenwald
Laurie Olmstead

Database Design and Support

Kenneth J. Anderson & Associates
Ken Anderson
Bob Gregg
Kim Gregg

Senior Production Assistants

Chad Maglich
Masarah VanEyck
Mandy Welch

Production Assistants

Rolf Ellis
Kim Hayden
Shari Lindsey
Trish Triemert

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ACCOUNTING

ACCT 1050 INTRODUCTION TO FINANCIAL REPORTING

(Last taught: W94) §8050; prereq 40 or more credits, 5 cr
Instructor: DICKHAUT J
General Ed Req: none

This is a class in Financial Accounting, often referred to as the language of business since it involves the fundamental concepts that are used in every form of conducting trade ranging from the financing of major capital projects to simply getting a small improvement loan from a local bank. The language of business is spoken everywhere and it is our job to reduce the degree that you are in need of a translator.
Class time: 70% lecture, 30% discussion

ACCT 1050 INTRODUCTION TO FINANCIAL REPORTING

(Last taught: S93) §8050; prereq 40 or more credits, 5 cr
Instructor: PORTZ P
General Ed Req: none

This is a class in Financial Accounting, often referred to as the language of business. The course covers the fundamental concepts used in every form of conducting trade ranging from financing major capital projects to how to understand standard accounting reports. The language of business is spoken everywhere and this course will reduce the degree that you need a translator.
Class time: 85% lecture, 15% discussion

Workload: 45 pages of reading per week, 3 exams, 4 homework problems

Grade: 40% mid-quarter exam(s), 35% final exam, 15% quizzes, 15% problem solving

Exam format: accounting problems

ACCT 1050 INTRODUCTION TO FINANCIAL REPORTING

(Last taught: F93) §8050; prereq 40 or more credits, 5 cr
Instructor: RAYBURN J
General Ed Req: none

This is a class in Financial Accounting, often referred to as the language of business since it involves the fundamental concepts that are used in every form of conducting trade ranging from the financing of major capital projects to simply getting a small improvement loan from a local bank. The language of business is spoken everywhere and it is our job to reduce the degree that you are in need of a translator.
Class time: 70% lecture, 30% discussion

ACCT 3001 INTRODUCTION TO MANAGEMENT ACCOUNTING

(Last taught: S93) prereq 1050, 4 cr
Instructor: PORTZ P
General Ed Req: none

This managerial accounting course will focus on cost accounting, standard costing, and getting and planning techniques. After decades of relative inactivity, we now see many companies investing considerable resources to revamp their management accounting systems. The emphasis in managerial accounting is changing from mechanical preparation of financial reports to generation of information useful for making management decisions in competitive environments.
Class time: 65% lecture, 15% discussion, 20% laboratory

Workload: 45 pages of reading per week, 3 exams, 3 papers

Grade: 50% mid-quarter exam(s), 35% final exam, 15% special projects

Exam format: accounting problems

ACCT 3001 INTRODUCTION TO MANAGEMENT ACCOUNTING

(Last taught: F93) prereq 1050, 4 cr
Instructor: SALY J
General Ed Req: none

A broad overview of management accounting as the main information collection and analysis technology in an organization. Topics include cost concepts, cost allocation, activity-based costing, relevant costs for decision making and budgeting.

Class time: 70% lecture, 30% discussion

Exam format: problems, some short answer questions

ACCT 3101 INTERMEDIATE FINANCIAL REPORTING

(Last taught: W94) prereq 1050, 4 cr
Instructor: BIONDICH N
General Ed Req: none

This course begins with an overview of the history and theoretical basis of financial accounting and a review of the financial statements. The course then examines valuation, measurement and reporting issues related to selected assets and liabilities of the firm. Students are expected to understand the theory that lies behind the accounting issues covered in the class and to become technically proficient regarding the accounting principles governing the reporting of assets and liabilities within the financial statements.

Class time: 30% lecture, 30% discussion, 40% in-class problems and cases

Workload: 40 pages of reading per week, 3 exams, 2 papers

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

Exam format: problem, or short answer/essay

ACCT 5101 CORPORATE FINANCIAL REPORTING

(Last taught: F93) prereq 1050 or MBA 8030, MBA stu, 4 cr
Instructor: MUKHERJI A
General Ed Req: none

The purpose of this course is to provide you with an understanding of the following: 1) the basic principles and procedures that accountants use in preparing financial statements about the financial condition, profitability or activities of an entity such as a corporation; 2) the relation between these accounting principles, procedures and reports and "economic reality"; 3) how alternative accounting methods affect financial statements; 4) the economic incentives for choosing different accounting methods. Text: Nikolai and Bazley "Intermediate Accounting" 5th edition.

Class time: 75% lecture, 25% discussion

Workload: 2 exams, 1 paper, reading varies 1-2 chapters per week

Grade: 40% mid-quarter exam(s), 45% final exam, 15% written reports/papers

Exam format: mainly problems

ACCT 5102 ADVANCED FINANCIAL REPORTING I

(Last taught: W94) prereq 3101 or 5101, mgmt or grad mgmt student, 4 cr

Instructor: TRANTER T
General Ed Req: none

Class is designed to extend students' understanding of the basic valuation problems encountered in financial reporting, with a primary focus on the valuation of liabilities. The course also extends the valuation issues to business combinations and consolidated financial reporting. Students are expected to understand the forces which motivate the transactions, the theory behind the accounting issues covered in the class, and the technical computations necessary to record the transactions in the financial statements. The work load is

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

substantial. You can probably expect to spend 5-6 hours preparing for each class session. Because there is a definite correlation between study time and grades in Advanced Financial Reporting, avoid taking an excessive number of credits along with this class.

Class time: 100% lecture

Workload: 50 pages of reading per week, 3 exams, 1 paper, 1 problem, 1 extra for grads.

Grade: 40% mid-quarter exam(s), 40% final exam, 10% written reports/papers, 10% problem solving

Exam format: problems

ACCT 5135 INCOME TAX ACCOUNTING

(Last taught: W94) prereq 1025 or 1050, 4 cr

Instructor: CARTER G

General Ed Req: none

The course objective is to introduce the student to the philosophical, economic and legal aspects of the U.S. federal system of income taxes. The course will provide a historical perspective; examine the interrelationships among legislative, administrative, and judicial authorities; analyze provisions of the internal revenue code, and provide a basic knowledge of tax research tools and techniques. The student will become familiar with many of the fundamental concepts of the federal income tax system and will prepare an individual income tax return.

Class time: 50% lecture, 50% discussion

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 35% mid-quarter exam(s), 45% final exam, 5% written reports/papers, 10% special projects, 5% class participation

Exam format: multiple choice and short answer

ACCT 5135 INCOME TAX ACCOUNTING

(Last taught: W94) prereq 1025 or 1050, 4 cr

Instructor: GUTTERMAN P

General Ed Req: none

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.

Class time: 40% lecture, 30% discussion, 30% problems

Workload: 30 pages of reading per week, 3 exams

Grade: 45% mid-quarter exam(s), 45% final exam, 5% special projects, 5% class participation

Exam format: combination of multiple choice, short answer and short essay

ACCT 5180 ADVANCED FINANCIAL REPORTING II

(Last taught: W94) prereq 5102, mgmt or MBA student, 4 cr

Instructor: TRANTER T

General Ed Req: none

Course covers five areas of financial reporting: consolidations, corporate liquidations, foreign currency translations and transactions, partnerships, governmental accounting. While consolidations are regularly covered on the CPA exam, the material covered in Acct. 5102 is generally sufficient to pass CPA exam questions. The consolidation topics covered in Acct 5180 fill in the gaps in CPA exam preparation and go beyond the scope of the CPA exam. The CPA exam does routinely cover partnerships, governmental accounting, and foreign currency transactions and translation (lightly). Acct 5180 is a procedural course. Since there is very little theoretical material in advanced accounting, emphasis is placed on correctly preparing financial statements and entries.

Class time: 95% lecture, 5% answer specific questions from students

Workload: 80 pages of reading per week, 10 homework problems

Grade: 50% mid-quarter exam(s), 36% final exam, 14% problem solving, % for undergrad; 48% midqtr, 30% final, 15% written, 12% problems for grad students

Exam format: problems

ACCT 5236 TAXATION II

(Last taught: F93) prereq 5135; for accounting majors only, 4 cr

Instructor: GUTTERMAN P

General Ed Req: none

This course deals with the taxation of various legal entities. The objectives of the course are as follows: 1) to increase the student's knowledge and skills relating to tax research; 2) to introduce the student to the income tax laws governing the taxation of business income earned through a corporation or a partnership; 3) to introduce the student to the income tax laws related to the taxation of various owner-entity transactions (e.g. transfers of property to an entity and transfers of property from an entity); 4) to introduce the student to the manner in which wealth transfers are taxed. At the conclusion of the course the student should have some familiarity with the basic code provisions in Subchapters C, K, and S of the income tax provision and the estate and gift tax provisions of the code. Where appropriate, planning ideas will be incorporated into the discussion.

Class time: 50% lecture, 20% discussion, 30% problems

Workload: 15 pages of reading per week, 3 exams

Grade: 45% mid-quarter exam(s), 40% final exam, 10% special projects, 5% class participation, there will be 2 midquarter exams

Exam format: multiple choice, short answer

ADULT AND TEACHER EDUCATION

ADED 5205 FIELD EXPERIENCE IN ADULT EDUCATION

(Last taught: W94) max 8 cr; prereq #, 4-8 cr

Instructor: COPELAND H

General Ed Req: none

This internship experience is offered to individuals who desire practical experience with adult learners. The student spends approximately 20 hours per week in an agency setting working on projects related to personal and agency goals.

Class time: 100% internship

Workload: 20 hours per week in agency setting

Grade: 100% judgment of student performance of internship tasks

ADED 5301 DESIGNING THE ADULT EDUCATION PROGRAM

(Last taught: W94) no prereq, 3 cr

Instructor: COPELAND H

General Ed Req: none

This graduate level course is designed for persons who have (or will have) responsibility for designing educational programs for adult learners.

Class time: 33% lecture, 33% discussion, 33% group work

Workload: 1 paper, 1 project

Grade: 50% written reports/papers, 50% problem solving, includes special project

Exam format: a take-home exam can be an option as a special project

ADED 5501 CONTINUING EDUCATION AND THE PROFESSIONS

(Last taught: W94) no prereq, 3 cr

Instructor: COPELAND H

General Ed Req: none

This graduate level course is designed for persons interested in providing continuing education for professionals (e.g., nurses, teachers).

Class time: 33% lecture, 33% discussion, 33% group work, presentations

Grade: 30% written reports/papers, 30% special projects, 10% in-class presentations, 30% problem solving

AEROSPACE ENGINEERING AND MECH

AEM 1001 AEROSPACE ENGINEERING ORIENTATION

(Last taught: F93) prereq IT fr or soph, 1 cr

Instructor: GARRARD W

General Ed Req: none

The objective of the course is to give you some idea of what engineers in the aerospace field do. This is accomplished by having engineers

from industry talk about what they do and what products their companies manufacture.

Class time: 100% lecture

Workload: nothing required other than class attendance

Grade: 100% students must turn in a short description of each presentation - paragraph or two at most

AEM 3401 INTRODUCTION TO DYNAMICAL SYSTEMS

(Last taught: F93) §ME 3201; prereq 3036, IT stu, 4 cr

Instructor: BALAS G

General Ed Req: none

This course is concerned with the description of physical systems and phenomena by simple mathematical models. These models are used to predict the response of the physical systems to prescribed inputs and disturbances. The emphasis of the course is on the modeling and analysis of dynamic systems. All recitations, homeworks, quizzes and exams will be concerned with the development, analysis and design of mathematical models for physical systems. The course will essentially follow the text, except for the omission of some topics (e.g. hydraulic and pneumatic systems). Text: Ogata, "System Dynamics," Prentice-Hall, 2nd edition.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 3 exams, 10 homework problem sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: word problems

AEM 5200 KINEMATICS AND DYNAMICS OF FLUID FLOW

(Last taught: F93) prereq upper div IT or grad stu, 3036, ¶Math 3252, 4 cr

Instructor: LONGMIRE E

General Ed Req: none

Text: Fox and McDonald "Introduction to Fluid Mechanics". Topics: definitions, fluid statics, conservation of mass and momentum, Bernoulli equation, Euler's equations, irrotational flow. This is the first course of a sequence for AEM undergraduates and covers inviscid flow.

Class time: 90% lecture, 10% fluid mechanics films and demonstrations

Workload: 3 exams, 6 homework assignments

Grade: 35% mid-quarter exam(s), 35% final exam, 30% problem solving

Exam format: open book, open notes: solution of problems and sometimes written explanations of the physical situation.

AEM 5206 AERODYNAMICS OF LIFTING SURFACES

(Last taught: W94) prereq 5200, CSci 3101 or CSci 3104, 4 cr

Instructor: CANDLER G

General Ed Req: none

Pressure distributions, forces, and moments on airfoils and wings of finite span. Analysis of potential flow by thin airfoil theory, lifting line theory, and panel methods. Viscous effects and their relation to design variables.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams

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

Exam format: problem solving

AEM 5244 HYPERSONIC AERODYNAMICS

(Last taught: W94) prereq IT or grad student, 5204, 4 cr

Instructor: CANDLER G

General Ed Req: none

Importance and properties of hypersonic flow. Hypersonic shock and expansion wave relations. Local surface inclination methods. Approximate and exact methods for hypersonic inviscid flow fields. Viscous flow: boundary layers, aerodynamic heating, hypersonic viscous interactions, computational methods. Hypersonic propulsion and vehicle design.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams

Grade: 25% mid-quarter exam(s), 30% final exam, 15% written reports/papers, 30% problem solving

Exam format: problem solving

AEM 5250 COMPUTATIONAL FLUID MECHANICS

(Last taught: S93) prereq FORTRAN, 5200 or IT or grad IT stu, 4 cr

Instructor: TEZDUYAR T

General Ed Req: none

Lectures deal with introductory concepts of computational fluid dynamics with emphasis on the finite element method. Students learn about spatial discretization and numerical integration techniques for multi-dimensional problems, various time-integration methods, and how to solve a set of nonlinear ordinary differential equations. The subjects covered include review of basic equations of fluid mechanics, fundamentals of the finite element method and comparison with the finite difference method, vector and matrix algebra applications, numerical surface and volume integration, large-scale computing, supercomputing, and parallel computing. There is no required textbook. Class notes: "Review of Basic Equations of Fluid Mechanics; Introduction to the Finite Element Method". A good reference book on the subject: Thomas J. R. Hughes, "The Finite Element Method", Prentice Hall, 1987.

Class time: 85% lecture, 15% discussion

Workload: 2 exams, 5-7 homework assignments

Grade: 70% mid-quarter exam(s), 30% problem solving, exams: 1-30%, 2-40%

Exam format: problem solving

AEM 5321 AUTOMATIC FLIGHT CONTROL SYSTEMS

(Last taught: W94) prereq 3401 or equiv, 4 cr

Instructor: BALAS G

General Ed Req: none

This course is concerned with the analysis and design of continuous-time control systems. The fundamental concepts of modeling, Laplace transform, state-space form, linearizing about equilibrium points and trajectories, matrix algebra will be reviewed initially. The main topics to be covered are: stability, system analysis techniques (Root locus, Bode plots, Nyquist diagrams) and single-input/single-output control system design. The course will essentially follow the text, except for the omission and addition of some topics. If any student has not formally complete the prerequisites, they should see the instructor before the second lecture. Text: Ogata, "Modern Control Engineering," 2nd edition, 1990.

Class time: 70% lecture, 30% discussion

Workload: 35 pages of reading per week, 3 exams, 8 homeworks

Grade: 30% mid-quarter exam(s), 30% final exam, 10% special projects, 30% problem solving

Exam format: problem solving

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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AEM 5329 FUNDAMENTALS OF AEROSPACE VEHICLE DESIGN

(Last taught: F93) prereq AEM sr, 5300 or #, 4 cr

Instructor: VANO A

General Ed Req: none

First course in sequence which provide students the opportunity to accomplish the conceptual design of a spacecraft or aircraft. This course starts with a series of lectures which discuss the design process, selecting design requirements, identifying major trade issues, and developing a baseline vehicle configuration. Students select the spacecraft or aircraft design project, then submit a job application letter and resume requesting the discipline in which they wish to work. The students then work in their design teams which are structured to simulate a matrix organization typical for NASA and the aerospace industry. The students interface with each other at regularly scheduled discipline group and design team meetings where they identify and resolve outstanding design issues. A formal Configuration Control Board is convened to integrate the design and define the mission and vehicle(s). Communication skills are considered important and are stressed. Each student documents his/her design work in weekly status reports. Each design team completes a formal team written report and oral presentation documenting their conceptual design at the end of the quarter.

Class time: 40% lecture, 60% discussion

Workload: research into design trade issues, status reports, final written report/oral presentation

Grade: 40% written reports/papers, 10% quizzes, 30% in-class presentations, 20% class participation

Exam format: written final report and oral presentation

AEM 5330 DESIGN OF AEROSPACE ELEMENTS AND SYSTEMS

(Last taught: W94) prereq AEM sr or Δ , 4 cr

Instructor: VANO A

General Ed Req: none

This is the second course in the department's capstone design course sequence. During this course, students continue with their AEM 5329 design project and refine/optimize it using several departmental tools. A variety of computer programs are available including CAD and FEA. Students design and fabricate functional, structural, wind and/or water tunnel models of their design and test them in the department's test facilities. The students continue to work in the team environment in which written/oral communication skills are stressed.

Class time: 20% lecture, 50% discussion, 30% model design/fabrication, instrumentation and testing

Workload: 1 paper, research into design trade issues, student reports, model fabrication/testing, oral report

Grade: 30% written reports/papers, 10% quizzes, 20% in-class presentations, 15% class participation, 25% model fabrication/testing

Exam format: written final report and oral presentation

AEM 5331 DESIGN OF AEROSPACE ELEMENTS AND SYSTEMS

(Last taught: S93) prereq AEM sr or Δ , 4 cr

Instructor: VANO A

General Ed Req: none

The AEM 5329-31 capstone design courses provide students the opportunity to accomplish the conceptual design of a spacecraft or aircraft. Students are assigned design teams which are structured to simulate a matrix organization typical for NASA and the aerospace industry. The students interface with each other at regularly scheduled discipline group and design team meetings where they identify and resolve outstanding design issues. A formal Configuration Control Board is convened to integrate the design and define the mission and vehicle(s). Communication skills are considered important and are stressed. Students present their design project results at a formal design team presentation at the end of each quarter. Each student is required to document his/her design and test work in weekly status reports and a formal written report at the end of each quarter.

Class time: 20% lecture, 50% discussion, 30% model design, fabrication, instrumentation and testing

Workload: research into design trade issues; status reports; model fab/test; final written/oral rpt

Grade: 30% written reports/papers, 10% quizzes, 20% in-class

presentations, 15% class participation, 25% model fabrication/testing

Exam format: written final report and oral presentation

AEM 5359 DECELERATION OF AEROSPACE CRAFT

(Last taught: W94) prereq IT stu, 3036, 5200, 4 cr

Instructor: GARRARD W

General Ed Req: none

To present basic aerodynamics, dynamics, and structural considerations associated with aerodynamic decelerators and to use these concepts to develop a design of a parachute system.

Workload: 30 pages of reading per week, 1 exam, 1 paper, homework assignments: 6-8 per quarter

Exam format: problems

AEM 5516 AEROSPACE STRUCTURES II

(Last taught: S93) prereq IT stu, 5515 or Δ , 4 cr

Instructor: SHIELD T

General Ed Req: none

This course will be a continuation of 5515 and include elastic analysis of frames, including buckling of frames. A large portion of this course will be devoted to finite element numerical solutions of plane elastic problems. The student will not be required to write any code. Two types of codes will be used: single purpose "user friendly" Macintosh programs, and a modern commercial package (I-DEAS) that can be integrated with the CAD software used for the AEM Design courses.

Note: AEM 5516 will not be offered Spring 1994.

Class time: 100% lecture

Workload: 2 exams, 4-5 projects

Grade: 15% mid-quarter exam(s), 70% projects

Exam format: problem solving

AEM 5580 MECHANICS AND THERMODYNAMICS OF SOLIDS

(Last taught: F93) prereq upper div IT or grad stu, Math 3251, 4 cr

Instructor: LEO P

General Ed Req: none

This course introduces the topic of continuum mechanics, with applications to solid mechanics. It is designed for seniors and first-year graduate students. The student should be familiar with deformable body mechanics (stress and strain, linear elasticity, etc.) and should have a good background in calculus (partial differential equations, the chain rule, changing variables, etc.). This course is not intended to be a math course; however, my past experience is that the math involved is challenging for many students. We begin by developing a one-dimensional description of a material based on the assumption that the material is continuous (so we won't worry about individual atoms or molecules). This leads to equations that describe the deformation of the material, and the conservation of mass, momentum and energy for the material. We then specify the behavior of the particular material we are interested in by choosing a constitutive equation for the material; for example, we might choose linear elasticity if we are interested in a steel beam under relatively small loads. This general formulation is applied to different problems in one dimension, such as wave propagation and beam buckling. This is followed by more complex subjects.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, homework every week/10 days

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

AEM 5631 AEROMECHANICS LABORATORY II

(Last taught: W94) prereq IT upper div stu, 3016, 3036, 5200, 4 cr

Instructor(s): JAMES R, LEO P

General Ed Req: none

This course is designed to give you experience in designing experiments and using laboratory equipment. This course has two components: lab sessions and lectures. In the lab, you will design and run a series of experiments on parts of a plate with a hole in it. Each lab session will study a different aspect of this structure. The lectures will describe analytical techniques you will need and the instrumentation you will use to perform the experiments. Much of this information will be useful to help you understand questions asked in the labs. After each lab a report on that specific session will be due. These reports will be graded and returned to allow them to be corrected and included

in your final report. The final report, due at the end of the class, will combine the results of the four experiments and consider how they relate to each other. Cooperation in data reduction and analysis is encouraged, but reports must be written individually. Reporting of data that is not authentic and representing the writing (or data) of others as your own will result in a failing grade for the course.

Class time: labs and lectures

Workload: 3 lab reports; oral lab report; final lab report

Grade: 45% lab reports; 15% oral, 20% final reports; 20% lab notebook

AEM 5840 INDUSTRIAL ASSIGNMENT

(Last taught: S93) prereq regis in engineering intern program, Δ, 2 cr
Instructor: VANO A

General Ed Req: none

The Aerospace Engineering Intern Program provides a student with industrial experience during the last two years of his/her academic career. The student completes four one-quarter industrial assignments (AEM 5940-43) that alternate with regular academic quarters on campus. Academic credit is based on a formal technical paper describing the quarter's work experience. Students should apply for the AEM Intern Program during January of their sophomore year and must be accepted into AEM upper division at the time of their first industrial assignment. A detailed description of the program and application forms are available in 107 Akerman Hall. Acceptance into the AEM Intern Program is dependent on industrial assignment positions available.

Workload: formal written report

Grade: 100% formal written report

Exam format: no exams

AEM 5841 INDUSTRIAL ASSIGNMENT

(Last taught: S93) prereq regis in engineering intern program, Δ, 2 cr

Instructor: VANO A

General Ed Req: none

See description for AEM 5840

Workload: formal written report

Grade: 100% formal written report

Exam format: no exams

AEM 5842 INDUSTRIAL ASSIGNMENT

(Last taught: S93) prereq regis in engineering intern program, Δ, 2 cr

Instructor: VANO A

General Ed Req: none

See description for AEM 5840

Workload: formal written report

Grade: 100% formal written report

Exam format: no exams

AEM 5843 INDUSTRIAL ASSIGNMENT

(Last taught: S93) prereq regis in engineering intern program, Δ, 2 cr

Instructor: VANO A

General Ed Req: none

See description for AEM 5840

Workload: formal written report

Grade: 100% formal written report

Exam format: no exams

AFRO-AMERICAN STUDIES

AFRO 1021 INTRODUCTION TO AFRICAN STUDIES

(Last taught: W94) no prereq, 4 cr

Instructor: COIFMAN V

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

Diverse elements of the African Studies curriculum - content and methodology of several disciplines, as applied to Africa. Includes historical perspectives as well as present trends and issues.

Class time: 60% lecture, 40% discussion

Workload: 50 pages of reading per week, 2 exams, review sheets, short essays

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

Exam format: essay

AFRO 3001 INTRODUCTION TO WEST AFRICAN HISTORY: EARLY TIMES TO 1800

(Last taught: F92) no prereq, 4 cr

Instructor: COIFMAN V

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

History of West Africa, savanna, forest and connections with North Africa, to 1800.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay,

AFRO 3108 BLACK MUSIC: A HISTORY OF JAZZ

(Last taught: W94) no prereq, 4 cr

Instructor: MCCURDY R

General Ed Req: (CLA: CP) (CBS: CP)

This course traces the important development stages of jazz in America and throughout the world, with special attention given to the Black perspective. Class presentations will consist of lecture demonstrations by the course professor, teaching assistants, videos and performances by Twin Cities musicians. Objectives: 1) to identify basic characteristics of jazz as they relate to African and European music; 2) to identify musical elements and other characteristics unique to each jazz period; 3) to identify major contributions in each jazz era; 4) to identify techniques operant in jazz as an American art form, and how it has become an international music.

Class time: 80% lecture, 10% discussion, 10% in class presentation by guest speaker

Workload: 75 pages of reading per week, 4 exams, 4 papers

Grade: 25% mid-quarter exam(s), 25% final exam, 10% written reports/papers, 20% special projects, 20% problem solving

Exam format: multiple choice, short answer

AFRO 3514 AFRICAN-ARABIC LITERATURE IN TRANSLATION

(Last taught: W93) no prereq, 4 cr

Instructor: BERGMAN E

General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)

This course explores some of the themes and issues that concern authors writing in Arabic in 20th century North Africa: the colonial and post-colonial experience; tradition and modernization; Islam and contemporary life; the role of women in a changing society. Lectures and films provide background information, but most class time will be spent reacting to the texts we have read and discussing them in their social and cultural contexts. These texts include short stories, novels, poetry and dramas from Egypt, Sudan, Libya, Tunisia, Algeria and Morocco. Reading assignments depend on the type of text: 20 pp. of poetry one week will be followed by a 200 pp. novel the next. Grading is based on class participation, a mid-quarter exam, a final exam and 5 brief (2 pp) essays. All texts are in English translation. No previous knowledge of the area required.

Class time: 25% lecture, 60% discussion, 15% films

Workload: 20 pages of reading per week, 2 exams, 5 papers, readings could be as much as 200 pp varies according to type of text

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Grade: 20% mid-quarter exam(s), 35% final exam, 25% written reports/papers, 20% class participation
Exam format: short answer and brief essays

AFRO 3591 INTRODUCTION TO AFRO-AMERICAN LITERATURE

(Last taught: W94) §5591, Engl 3591, 4 cr
Instructor: WRIGHT J

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)
Black Americans are "America's metaphor," Richard Wright suggested. His riddle hinted that we might transform literary America's dark underside into a bright mirror, into a way of seeing ourselves and the paradoxes and potentialities of our national experience through the expanding world of words and images conjured up over the past two centuries by Afro-American writers. From its own vantage point in American cultural space, the Afro-American literary imagination has tended to see life as a succession of trials and oppositions and bittersweet joys in a chaotic and capricious moral universe where "reason is imprisoned and passions run wild." Here fate is a mantle of dark skin and freedom a chimera which black characters pursue through elaborate rituals of victimage and purification. Logic, beauty, and justice have been inverted here; and black heroes and heroines wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when they are young, are treated as children when they are adults, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live.

Class time: 65% lecture, 10% closed-circuit TV, 25% discussion
Workload: 3 papers

Grade: 50% final exam, 50% written reports/papers
Exam format: objective and short answer, essay

AFRO 3601 INTRODUCTION TO AFRICAN LITERATURE

(Last taught: F93) no prereq, 4 cr
Instructor: PIKE C

General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)
African Oral and Written Literature of 19th and 20th centuries. Most of course concentrates on post WWII literature written in English, French and African languages. Emphasis is on social, historical and cultural context of assigned texts.

Class time: 40% lecture, 60% discussion

Workload: 150 pages of reading per week, 2 exams, 5 papers, (papers are 2 pages each)

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

Exam format: short answer and essay

AFRO 3910 TOPICS IN AFRO-AMERICAN/AFRICAN STUDIES

(Last taught: F93) no prereq, 4 cr
Instructor: PIKE C

General Ed Req: none

A one-term, intensive study of Swahili as it is spoken in Kenya. Class meets 5 days per week, 1-2 hours with a Kenyan speaker of Swahili. Emphasis on oral communication. Course is focused on students planning to do internships in Kenya with MSID. Text: Hinnebusch 'Kiswahili'. Tapes in Walter Library Language Lab.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, weekly quizzes

Grade: 10% mid-quarter exam(s), 25% final exam, 55% quizzes, 10% class participation

Exam format: short answer

AFRO 3910 TOPICS IN AFRO-AMERICAN/AFRICAN STUDIES

(Last taught: S93) no prereq, 4 cr
Instructor: WILLIAMS D

General Ed Req: none

This course is designed to examine the global dimensions of the African Diaspora. We will spend our time concentrating on first defining the concept of the African Diaspora and thru the historical processes (social, economic, and cultural) which have shaped and been shaped by the African presence in the New World. The course will examine the experiences of African people in the U.S, the Caribbean, Latin America, and Africa. We will focus on such topics as Pan-Africanism, slavery, and the experiences of New World

African women.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% in-class writing assignments

Exam format: essay

AFRO 5551 USE OF ORAL TRADITIONS AS RESOURCES FOR HISTORY: METHODS

(Last taught: W94) no prereq, 4 cr

Instructor: COIFMAN V

General Ed Req: none

History methodology for use of oral traditions in African and AfroAmerican history.

Class time: 50% lecture, 50% discussion

Workload: 2 exams

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay

AGRICULTURAL AND APPLIED ECON

AGEC 1000 ORIENTATION TO AGRICULTURAL AND APPLIED ECONOMICS

(Last taught: F93) no prereq, 1 cr

Instructor: BULTMANN M

General Ed Req: none

The course is an introduction to the curricula, areas of specialization, coursework, employment opportunities, faculty and functions of the Department of Agricultural and Applied Economics. It is a required course for students in Applied Economics and Ag Business Management. It is a one credit course that meets 2 times a week during the first half of Fall Quarter, Class is offered only in Fall Quarter. Emphasis is placed on career and employment information as well as introducing students to areas of specialization in the fields of Agricultural and Applied Economics.

Class time: 90% lecture, 10% discussion

Workload: 3 papers, personal interview at the end of the quarter (20-30 minutes)

Grade: 50% written reports/papers, 50% attendance, more than 2 unexcused absences could result in a failing grade.

Exam format: none

AGEC 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: F93) §Econ 1101, 4 cr

Instructor: PETERSON W !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

The course contains three main topics: how consumers maximize utility, how business firms maximize profits, and how prices and wages are determined in the output and input markets. Additional topics include the costs and returns of a college education, and how students can better manage their time. The instructor uses his own text. Class time is devoted to answering questions based on the assigned reading in the text. The exams focus on these questions.

Class time: 90% lecture, 10% discussion

Workload: 40 pages of reading per week, 4 exams

Grade: 100% quizzes

Exam format: multiple choice

AGEC 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §Econ 1101, 4 cr

Instructor: WELSCH D

General Ed Req: none

The social science called economics is commonly divided into two major subject matter areas: micro and macro economics. Microeconomics, the topic of course, deals mainly with the spending decisions of consumers, the production decisions of business firms, and how prices and wages are determined in the product and input markets. In addition, there will be some special topics, including the cost and returns of a college education, and the management of time. The main educational objective of this course is to introduce you to the most useful concepts in microeconomics and to help you develop your skills in using these concepts to answer economic questions or make economic decisions. In other words, the major emphasis in the course

will be on concepts and their applications, as opposed to factual or descriptive material. Text: "Principles of Economics: Micro", Eighth Edition, Peterson.

Workload: 30 pages of reading per week, 4 exams, 30 review questions

Exam format: multiple choice

AGEC 1102 PRINCIPLES OF MACROECONOMICS

(Last taught: W94) §Econ 1102, 4 cr

Instructor: PETERSON W !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

The main emphasis of this course is on the problems of unemployment and inflation, including their causes and the analysis of government policies aimed at minimizing or avoiding them. Additional topics include poverty and the distribution of income, international trade and the determination of exchange rates, and economic growth and development. Classtime is devoted to answering questions based on the text. The text is authored by the instructor.

Class time: 90% lecture, 10% discussion

Workload: 45 pages of reading per week, 4 exams

Grade: 100% 4 equal weight exams

Exam format: multiple choice

AGEC 3001 APPLIED MICROECONOMICS: CONSUMERS AND MARKETS

(Last taught: F93) §Econ 3101; prereq 1101 or Econ 1101, Math 1142 or Math 1211, Stat 1001 or IDSc 1010, OMS 1020 or #, 4 cr

Instructor: SENAUER B

General Ed Req: none

This is a course in intermediate price theory, consumer demand and marketing. Through lectures, readings, problem sets, and lab sessions, we will work on the theory and application of demand analysis. You will also gain a practical understanding of the economics of consumer behavior and markets, particularly American food consumers and the U.S. food market. The course complements and is part of a sequence with AgEcon 3002 (Managerial Economics) and AgEcon 3003 (Markets and Prices).

Class time: 66% lecture, 33% laboratory

Workload: 30 pages of reading per week, 3 exams, 6 homework assignments

Grade: 40% mid-quarter exam(s), 35% final exam, 25% problem solving

Exam format: combination of true/false, problems and short essay

AGEC 3002 APPLIED MICROECONOMICS: MANAGERIAL ECONOMICS

(Last taught: W94) prereq 3001, 1250 or Acct 1024 or #, 4 cr

Instructor: KING R

General Ed Req: none

This course focuses on microeconomic theory and its application to managerial problems. Lectures, readings, problem sets, lab sessions, and discussions integrate theory and applications. Topics include: production functions, cost analysis, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that also includes AgEc 3001 (consumers and markets) and AgEc 3003 (markets and prices).

Class time: 65% lecture, 10% discussion, 25% laboratory

Workload: 40 pages of reading per week, 3 exams, 2 written homeworks, 6 written lab reports

Grade: 30% mid-quarter exam(s), 20% final exam, 30% written reports/papers, 10% quizzes, 10% problem solving

Exam format: Short essay questions, definitions, and problems

AGEC 3003 APPLIED MICROECONOMICS: MARKETS AND PRICES

(Last taught: S93) prereq 3002 or #, 4 cr

Instructor: HAMMOND J

General Ed Req: none

This course is concerned with the theory of market equilibrium and tools for analyzing behavior of firms and markets. Market types include monopoly, monopsony, oligopoly, monopolistic competition, and perfect competition. Spatial and time dimensions of prices are examined. General equilibrium in all markets is also considered. Welfare concepts are introduced and used to evaluate impacts of market imperfections on producers, consumers and society in general. Methods of government interventions to modify prices, market behavior and market performance are presented and evaluated in terms of impacts on various market participants. This is the third course in a core applied economics economics sequence that includes Agec 3001 and Agec 3002.

Class time: 90% lecture, 10% discussion

Workload: 40 pages of reading per week, 2 exams

Grade: 25% mid-quarter exam(s), 42% final exam, 9% quizzes, 24% problem solving

Exam format: problems, essay, multiple choice

AGEC 3006 APPLIED MACROECONOMICS: GOVERNMENT AND THE ECONOMY

(Last taught: W93) §Econ 3102; prereq 1101, 1102 or Econ 1101, Econ 1102, 4 cr

Instructor: PEDERSON G

General Ed Req: none

The course is concerned mainly with aggregate economic activity. Major emphasis is on factors that determine national income, employment, and interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. Implications of changes in government economic policies are considered. Text: "Macroeconomics: Theories and Policies" Richard T. Froyen, Macmillan, 1990.

Class time: 70% lecture, 30% discussion

Workload: 20 pages of reading per week, 3 exams, 4-5 homework problem sets

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

Exam format: problems and essay

AGEC 3007 APPLIED MACROECONOMICS: POLICY, TRADE AND DEVELOPMENT

(Last taught: S93) §3005; prereq 1101, 1102 or Econ 1101, Econ 1102, 4 cr

Instructor: AZIZ F

General Ed Req: none

The course will cover the theories of economic development with emphasis on agricultural development theories, economic analysis of growth, theories of international trade and international trade policy, international macroeconomic policy, political economy of trade policy, exchange rates, developing countries and the international debt problem. One of the objectives of the class will be to show how macroeconomic and microeconomic theories can be used to analyze economic issues and problems of different economies and give you a flavor of economic model building. Another important objective of this course is to help you develop good study habits and skills. Support and help will be given throughout the course period so that this course is intellectually stimulating, challenging, and a very enjoyable experience.

Class time: 80% lecture, 20% discussion

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 50 pages of reading per week, 2 exams, 4 take-home problem sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: multiple choice, short problem, graphs and short essays

AGEC 3040 ECONOMIC DEVELOPMENT OF AMERICAN AGRICULTURE

(Last taught: F92) prereq 1101 or Econ 1101, 4 cr

Instructor: SUNDQUIST W

General Ed Req: none

A review of the economic, political, social and technical forces that have shaped the development of Am. agriculture; the interaction of foregoing forces and their influence on agricultural development; the role of agricultural development in national economic development in the U.S., implications for presently developing countries; current issues in agricultural development. Obj: To help student understand how American agriculture developed as it did, and why. With this background, the student can better understand present and future developments of American agriculture, the place of agriculture in developing national and world economies, and implications of the U.S. experience for the less-developed world. Text: "The Development of Am. Agriculture: A Historical Analysis" Willard W. Cochrane, 1979; other readings: "New Directions for Agriculture and Agricultural Research" K.A. Dahlberg, 1986 chpts 1 and 5, "Alternative Agriculture" NRC, 1989, Executive Summary.

Class time: 75% lecture, 15% discussion, 10% reports

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

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

Exam format: combination of multiple choice, completion and essay question

AGEC 3040 ECONOMIC DEVELOPMENT OF AMERICAN AGRICULTURE

(Last taught: F93) prereq 1101 or Econ 1101, 4 cr

Instructor: WELSCH D

General Ed Req: none

A review of the economic, political, social and technical forces that have shaped the development of American agriculture; the interaction of foregoing forces and their influence on agricultural development; the role of agricultural development in national economic development in the U.S., implications for presently developing countries; current issues in agricultural development. Obj: To help student understand how American agriculture developed as it did, and why. With this background, the student can better understand present and future developments of American agriculture, the place of agriculture in developing national and world economies, and implications of the U.S. experience for the less-developed world. Text: "The Development of Am. Agriculture: A Historical Analysis" Willard W. Cochrane, second edition, 1993; other readings: "New Directions for Agriculture and Agricultural Research" K. A. Dahlberg, 1986 chapters 1 and 5; "Alternative Agriculture" NRC, 1989, Executive Summary.

Class time: 40% lecture, 40% discussion, 20% cooperative learning in small groups

Workload: 50 pages of reading per week, 4 exams, 2 papers

Grade: 60% mid-quarter exam(s), 10% final exam, 20% written reports/papers, 10% in-class presentations

Exam format: essay

AGEC 3070 AGRICULTURE AND ECONOMIC GROWTH IN DEVELOPING COUNTRIES

(Last taught: W94) prereq 1101, 1102, or Econ 1101, Econ 1102, 4 cr

Instructor: WELSCH D

General Ed Req: none

Hunger, massive population growth, and poverty are critical problems, and many solutions have been suggested. It is generally agreed that agricultural development plays a key role; that economic interactions among nations are increasingly important and that agricultural development requires both improved technologies and improved institutions. However, the complex development process must be tailored to each country's resource base and stage of development. The challenge in studying the economics of agricultural development is to build a broad view of the problem, and to bring economic theory to bear on both the development of agriculture and on the means for

utilizing agricultural surpluses to further overall economic development. The goal of this course is to help the students enrolled to understand agricultural development and to acquire the analytical skills that will enhance their capacity to solve development problems. Objectives: discuss magnitude and causes of world hunger, population, and poverty problems; the role of agriculture in economic development; traditional farming and agriculture in developing countries; what it takes to improve agriculture in a developing country.

Workload: 35 pages of reading per week, 3 exams, 2 papers

Exam format: 33% true/false (rewrite if false), 33% brief definitions, 33% essay

AGEC 3420 GRAIN MARKETING ECONOMICS

(Last taught: F93) prereq 1101 or Econ 1101, 4 cr

Instructor: DAHL R

General Ed Req: none

Economic relationships in the marketing of grains and grain products; analysis of supply and demand; grain grades, storage and transportation; market structure, channels, pricing, and competition; government programs and policies.

Class time: 90% lecture, 10% discussion, lectures outlined on overhead transparencies with analysis using problems and graphs

Workload: 25 pages of reading per week, 3 exams, homework exercises involving marketing problems are assigned, completed and graded

Grade: 50% mid-quarter exam(s), 50% final exam, grades on homework exercises are used in marginal grade decisions

Exam format: problems, multiple choice, short written answers

AGEC 3430 DAIRY MARKETING ECONOMICS

(Last taught: W94) prereq 1101 or Econ 1101, 4 cr

Instructor: HAMMOND J

General Ed Req: none

The economic organization and operation of the dairy sector, from farm production to final sales and consumption, are examined. Basic economic principles and models are used to explain the milk and dairy product demands and supplies. Market channels and special market institutions that impact on milk markets are studied. This includes health regulations, cooperative marketing firms, federal price supports for milk, classified pricing of milk under state and federal milk marketing orders, international trade in dairy products, and dairy price and income programs of other major dairy producing countries.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, 3-4 problem sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% homework and term paper

Exam format: word problems and essay

AGEC 3440 LIVESTOCK MARKETING ECONOMICS

(Last taught: S93) prereq 1101 or Econ 1101, 3 cr

Instructor: BUHR B

General Ed Req: none

This course concerns the study of the economics of livestock and meat marketing. This includes all sectors of the livestock and meat marketing channel including: producers, packers, processors, retailers, and consumers. Topics include price analysis, market structure, grading systems, market forms (e.g. electronic marketing, auction markets), meat and livestock futures markets, meat demand issues, and international trade of livestock and meat products. Lectures are outlines on overheads, and guest speakers will present relevant topics. Class attendance is important and expected of all students. Questions and discussions are encouraged. Relevant texts include: McCoy and Sarhan, "Livestock and Meat Marketing", Van Nostrand Reinhold Company, 1988. and Lesser, "Marketing Livestock and Meat", The Haworth Press, Inc., 1992. Other readings are also assigned from other books, research articles, and trade publications.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, 3 homework assignments and problem sets

Grade: 35% mid-quarter exam(s), 50% final exam, 10% written reports/papers, 5% problem solving

Exam format: problems, multiple choice, short written answers

AGEC 3450 AGRICULTURAL INPUT MARKETING ECONOMICS

(Last taught: F93) prereq 1101 or Econ 1101, 4 cr

Instructor: DAHL D

General Ed Req: none

Purpose: Application of economic principles and simple quantitative methods to business problems dealing with manufacture and distribution of inputs used in farm production. Includes economic descriptions of farm supply industries and related institutional arrangements over time, understanding how prices are determined and interrelated in system of markets involved, and what public policies do to guide this complex pattern of business activity. Method: 30 classes are scheduled MTW of first 10 wks as standard lecture-discussion meetings. Remaining classes (usually Fri) will be used for presentations by invited speakers, tests, or as review sessions. There are 5 unit tests, one comprehensive final. Each unit test covers only material (readings, lecture) for prior topic unit. Final test addresses the entire subject matter of the course, and is MC or matching. Total points earned will be sole basis for her/his course grade. Reading materials packet from KINKO's.

Class time: 70% lecture, 20% discussion, 10% outside speakers

Workload: 40 pages of reading per week, 5 exams

Grade: 75% mid-quarter exam(s), 25% final exam

Exam format: problem essay questions (graded by professor)

AGEC 3500 AGRIBUSINESS FINANCE

(Last taught: F93) prereq 1250 or Acct 1050 and AgEc 3002 or #, 4 cr

Instructor: PEDERSON G

General Ed Req: none

Topics include: analysis of financial statements and performance of agribusiness firms; evaluation of capital investment projects, selection of financial structure, risk management, and introduction to financial markets and credit institutions. Teaching is primarily accomplished through lecture and problem-solving exercises, and students analyze business case problems. Text and course supplementary notes are the primary reference materials. The text is authored by Cooley, P.L. and P.R. Roden. Business Financial Management (Dryden Press, 1991). Supplementary notes were developed by the instructor to assist students in note-taking and working problems.

Class time: 70% lecture, 30% discussion

Workload: 3 exams

Grade: 40% mid-quarter exam(s), 20% final exam, 40% problem solving

Exam format: problems and essay

AGEC 3610 RESOURCE DEVELOPMENT AND ENVIRONMENTAL ECONOMICS

(Last taught: F93) prereq 1101, 1102 or Econ 1101, Econ 1102 or #, 4 cr

Instructor: WELSCH D

General Ed Req: none

The course provides a one quarter introduction to natural resource and environmental economics. The course intends to demonstrate how economic reasoning can be used to develop insights into the causes of, consequences of, and appropriate policies for a variety of environmental and natural resource-related problems. The first part of the course covers general topics in the field of environmental economics including externalities such as pollution, public decision criteria such as benefit-cost analysis, and the valuation of non-market goods. The second part of the course will broadly cover the theory of renewable and nonrenewable resource allocation. While several specific examples and applications will be presented in the lectures, group projects will be the principal vehicle for in-depth analysis on current topics. Strong international orientation, international students and

students in majors other than AG ECON strongly encouraged to enroll and welcomed. Text: "Environmental and Natural Resource Economics," Tom Tietenberg, Third Edition 1992. Also a few readings from current journals.

Class time: 20% lecture, 40% discussion, 40% small group work/cooperative learning

Workload: 70 pages of reading per week, 3 exams, 1 paper

Grade: 75% mid-quarter exam(s), 15% written reports/papers, 10% in-class presentations

Exam format: part essay, part multiple choice

AGEC 3810 PRINCIPLES OF FARM MANAGEMENT

(Last taught: F92) prereq 1101 or Econ 1101; AgBus, AgEcon, Applied Econ maj excluded, 4 cr

Instructor: APLAND J

General Ed Req: none

Introduction to the use of farm accounts in planning; applications of economic principles and budgeting procedures to the development of enterprise budgets and whole farm plans; development of projected cash flow budgets; evaluation of investment alternatives.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams, 7 assignments (problem sets)

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: multiple choice, short answer, problems

AGEC 3920 AGRICULTURAL LAW

(Last taught: S93) prereq 1101 or Econ 1101, 4 cr

Instructor: DAHL D

General Ed Req: none

This course introduces students to the theory and practice of law as it applies to the agricultural economy, particularly the farm business. The analysis is economic in its orientation, but deals with the following topics: the legal system; contracts; torts; property; UCC; business organization and tax planning. The case method of analysis is emphasized and class recitation is graded. There are five unit texts, plus a final exam. One to three outside speakers are used to provide variety and specialized expertise.

Class time: 40% lecture, 60% discussion

Workload: 70 pages of reading per week, 5 exams

Grade: 60% mid-quarter exam(s), 30% final exam, 10% class participation

Exam format: essay, problem solution (case analysis)

AGEC 5400 INTERMEDIATE MARKET AND PRICE ANALYSIS

(Last taught: F93) prereq 3003 or Econ 3101 or #, 4 cr

Instructor: HAMMOND J

General Ed Req: none

The course is an application of economic principles, models, and tools to the study of agricultural markets and prices. It is intended to demonstrate how unique characteristics of supply and demand for agricultural products impact on the price and output performance in the sector. This includes imperfect markets in agriculture and their potential to affect prices to both producers and consumers. Analytical tools and techniques for measuring and elasticities and elasticity interrelationships for food products, lag, and for measuring supply response in agriculture are presented. Time, form, and spatial aspects of markets are examined with respect to price and elasticity interrelationships. The economic impacts of government intervention in agricultural markets through various mechanisms such as, price discrimination programs, price supports, subsidies, and stabilization schemes, are examined.

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 2 exams, 3-4 problem sets

Grade: 33% mid-quarter exam(s), 50% final exam, 17% homework

Exam format: word problems and essay

AGEC 5440 COOPERATIVES AND AGRIBUSINESS ORGANIZATION

(Last taught: S93) prereq 1101, 1102 or Econ 1101, Econ 1102 or #, 4 cr

Instructor: DAHL R

General Ed Req: none

The purpose of this course is to analyze the economic problems and issues facing agricultural cooperatives, and to study cooperative development in other countries. Topics include changes in agribusiness market organization and the economic role of agricultural cooperatives; the historical development of cooperatives and their present status in the U.S. and other countries; problems in cooperative operations such as finance; policy issues relating to cooperatives such as taxation and antitrust laws. Lectures are outlines on overhead transparencies. Class attendance is important and expected of all students. Questions in class are encouraged. Students complete a term project in which they visit a cooperative, interview the manager, analyze its operations and write a report. Written guidelines for this project, or substitute term paper, are provided. Text: David W. Cobia (editor), "Cooperatives in Agriculture", Prentice-Hall, Inc., 1989. Other readings are assigned from research articles and government publications.

Class time: 75% lecture, 15% discussion, 10% outside speakers from the industry

Workload: 30 pages of reading per week, 2 exams, 1 term project (written guidelines provided)

Grade: 35% mid-quarter exam(s), 45% final exam, 20% written reports/papers

Exam format: problems, multiple choice, short written answers

AGEC 5480 FUTURES MARKETS AND PRICES

(Last taught: W94) prereq 1101, 1102 or Econ 1101, Econ 1102 or #, 4 cr

Instructor: DAHL R

General Ed Req: none

This course is concerned with the study of the economics of futures markets. It is a course in applied price theory of markets that provide a temporal dimension in commodity prices. Topics include the basis and theoretical price relationships in storable and nonstorable commodities; hedging and commercial use of futures markets with illustrations; arbitrage; options on agricultural futures; financial futures; speculation; futures market performance and regulation. Lectures are outlined on overhead transparencies with analysis using problems and graphs. Class attendance is important and expected of all students. Questions from students in class are encouraged. Students are assigned several homework exercises to be completed outside of class and handed in. Students also complete a commodity trading exercise involving hedging. Written guidelines for the hedging exercise are provided. Text: Leuthold, Junkuns, and Cordier, "The Theory and Practice of Futures Markets", Lexington Books, 1989. Other readings are also assigned from other books, research articles, and trade publications.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, 4 homework exercises and problems

Grade: 40% mid-quarter exam(s), 50% final exam, 10% written reports/papers

Exam format: problems, multiple choice and short written answers

AGEC 5500 FINANCIAL MARKETS AND AGRICULTURAL CREDIT INSTITUTIONS

(Last taught: W93) prereq 3500 or BFin 3000 or grad stu or #, 4 cr

Instructor: PEDERSON G

General Ed Req: none

Concepts and theoretical foundations of interest rates are explored early in the course in the context of U.S. financial markets and institutions. These concepts are applied to cash, futures, and options instruments. Problem sets and case analyses are used to apply financial management skills and approaches to agricultural situations. Current issues faced by agricultural finance institutions are examined. These issues include: balance sheet management, pricing

and structuring of loans, control of risk, financial innovations, and related topics in agricultural credit. A bank management simulation game is played during the second half of the course to develop management skills. Guests from the financial services industry are invited to speak on selected current topics. Upon completion, you should understand the theoretical foundations and determinants of interest rates, understand how interest rates influence microeconomic behavior, understand the functions performed by financial intermediaries, and be able to identify and discuss current problems and issues facing agricultural financial institutions. Text: "Managing Commercial Banks..." Graddy and Spencer, 1990 and "Capital and Money Markets..." Livingston, 1990.

Class time: 70% lecture, 30% discussion

Workload: 20 pages of reading per week, 3 exams, 4 cases

Grade: 30% mid-quarter exam(s), 30% final exam, 40% cases

Exam format: problems and essay

AGEC 5550 FOOD MARKETING ECONOMICS

(Last taught: W94) prereq 3001 or Econ 3101 or #, 4 cr

Instructor(s): SENAUER B, ASP E

General Ed Req: none

Prereq: AgEc 3001 or equivalent or #. Cross listed as FScN 5474; This course focuses on the economics of food marketing in the U.S. It covers food consumption trends, consumer food behavior, food expenditure and consumption data, consumer survey methodology, the food distribution and retailing system, and food policy issues related to food marketing. Students pursue individual and group projects. The course seeks to develop an ability to apply economic theory and socioeconomic concepts to the study of food marketing. It provides an understanding of and experience in the use of data collection and analytical methods used to study food consumption and marketing. It also helps the student integrate knowledge and concepts in economics and food science and nutrition. Four special projects account for 50% of the grade. They require written reports of about 5 pages and class presentations. The last project, for example, involves a debate of food and nutrition policy issues selected by the class.

Class time: 50% lecture, 25% discussion, 25% presentations and debates

Workload: 35 pages of reading per week, 2 exams, 4 papers

Grade: 50% mid-quarter exam(s), 50% 4 special projects (reports/papers and presentations)

Exam format: short essay answers

AGEC 5580 HUMAN CAPITAL AND HOUSEHOLD ECONOMICS

(Last taught: F93) prereq 3001 or Econ 3101 or #, 3 cr

Instructor: KINSEY J

General Ed Req: none

The theories of household economics and investment in human capital will be learned. Its usefulness to explain and analyze investment in children, education, health will be examined. Returns from such investment in terms of labor force participation and wages, the value of non-market work and lifetime earnings will be analyzed. The influence of expected returns, discrimination, and the implicit value of time will be examined for their effects on investment decisions and substitutions between capital and labor in production. The impact of investment in human capital on national economic development and growth and differences between third world and western countries will be explored.

Class time: 80% lecture, 20% discussion

Workload: 60 pages of reading per week, 2 exams, 2 homework assignments - estimate value of investments

Grade: 30% mid-quarter exam(s), 40% final exam, 20% special projects, 10% class participation

Exam format: short answer essay

AGEC 5600 LAND ECONOMICS

(Last taught: W94) prereq 3001, 3006 or Econ 3101, Econ 3102 or #, 3 cr

Instructor: TAFF S

General Ed Req: none

This course examines land as an economic and cultural resource. Particular attention is paid to property and property rights concepts, valuation of resources, and policy analysis. Materials are drawn from the literatures of economics, forestry, public finance, planning, and agriculture. Previous familiarity with economic principles is ex-

pected.

Class time: 70% lecture, 30% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 45% final exam, 20% written reports/papers, 10% class participation

Exam format: essay, short answer

AGEC 5620 REGIONAL ECONOMIC ANALYSIS

(Last taught: F93) prereq 1101 or Econ 1101, 3 cr

Instructor: LOVERIDGE S

General Ed Req: none

Analysis of regional industry and community structure; the role of resource, transportation, and institutional constraints. Trade, migration, and investment in regional growth and change. Use of regional economic information in business investment and location planning.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 60% final exam, 20% written reports/papers

Exam format: short answer

AGEC 5630 REGIONAL DEVELOPMENT SYSTEMS

(Last taught: W94) prereq 1101 or Econ 1101, 3 cr

Instructor: MAKI W

General Ed Req: none

Part A: Driving forces: perceived and actual sources of growth and change in jobs, incomes, and population in rural and urban regions and communities: 1) regional development issues, 2) economic development theories, models and paradigms, 3) location economics: an historical perspective. Part B: Economic base model: data and information for use in rebuilding and revitalizing the economic base of a region and its communities (3 weeks). 4) Economic base: concept and measurement, 5) economic base: product and factor markets, 6) community accounts: economic and ecologic, 7) economic-ecologic assessments: data, model and applications. Part C: Provider strategies: role and function of local governments in providing an economic environment for successful business enterprise (2 weeks), 8) community organization, 9) community infrastructure and services, Part D: Community programs: critical review and assessment of public policy efforts to facilitate regional and community economic development (3 weeks). 10) business recruitment, retention and targeting, 11) education, training and technology transfer, 12) choosing alternative community growth scenarios: simulation and synthesis. Text: "Community Economics" by Ron Shaffer

Class time: 50% lecture, 50% discussion

Workload: 25 pages of reading per week, 2 exams, 1 paper, 1 problem assignment

Grade: 10% mid-quarter exam(s), 40% final exam, 40% written reports/papers, 10% problem solving

Exam format: essay

AGEC 5640 FINANCING STATE AND LOCAL GOVERNMENTS

(Last taught: S93) prereq 3001 or Econ 3101 or #, 4 cr

Instructor: HONADLE B

General Ed Req: none

This course examines problems and issues in financing state and local public services in the United States. State and local revenue systems, debt and expenditures, intergovernmental fiscal relations, and budget analysis are pursued from economic, political, and public administration/policy perspectives. Students will be introduced to the size, scope and diversity of state/local government finances and services. Tools for analyzing the efficiency, equity, and efficacy of alternative policies will be presented. Students will be exposed to a wide range of

contemporary issues in public finance. Examples from Minnesota will be used to illustrate applications of theory.

Class time: 50% lecture, 30% discussion, 20% debates, exercises

Workload: 100 pages of reading per week, 2 exams, 1 paper

Exam format: short identification questions, essays/problems

AGEC 5710 U.S. AGRICULTURE: FARM, FOOD, AND ENVIRONMENTAL POLICY

(Last taught: W94) prereq 3003, 3006, 3007, 3 cr

Instructor: RUNGE F

General Ed Req: none

This course examines U.S. agricultural policy in an open world economy. It considers: 1) The role of private markets and government in regulating supply and demand in agriculture; 2) The historical evolution of U.S. agricultural policy from before World War I to the present; 3) Key issues in agricultural program design: income versus price support, supply controls, environmental constraints, and export protectionism; 4) The functioning of markets for grains, land, fertilizer, chemicals and food products; 5) The role of public interest groups (commodities groups, farm organizations, consumers, environmental groups); 6) The future of American agricultural policy.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: short answer, essay

AGEC 5720 ECONOMICS OF WORLD AGRICULTURE

(Last taught: S93) prereq 3001, 3006 or Econ 3101, Econ 3102 or #, 3 cr

Instructor: RUTTAN V

General Ed Req: none

This course will cover theories of economic development, the role of agriculture in the process of economic development, the distribution and use of world agricultural resources, the role of technical and institutional change, the role of agricultural commodity policies, and the role of assistance to agricultural and rural development by multilateral and bilateral donors in agricultural development. Students will be assigned several homework exercises. The primary text will be Yujiro Hayami and Vernon W. Ruttan "Agricultural Development: An International Perspective", Johns Hopkins, 1985. Readings will also be assigned from other books and journals.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 1 exam, 1 paper, 1 oral presentation

Grade: 40% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation

Exam format: short analytical essays

AGEC 5730 EUROPEAN AGRICULTURE: FARM, FOOD AND ENVIRONMENTAL POLICY

(Last taught: W94) prereq 3003 or Econ 3101 or #, 4 cr

Instructor: VON WITZKE H

General Ed Req: none

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 4 exams

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

Exam format: essay

AGEC 5750 AGRICULTURAL TRADE AND COMMERCIAL POLICIES

(Last taught: F93) prereq 3001, 3006 or Econ 3101, Econ 3102 or #, 3 cr

Instructor: HOUCK J

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

General Ed Req: none

This course will focus on the nature of trade in agricultural products, trade policies and practices of import and export nations, agricultural policies of common market areas and other major trading blocks, market instability and other primary commodity problems, trade negotiations, and current developments in agricultural trade and trade policy. Text: James P. Houck, 'Elements of Agricultural Trade Policies', Waveland Press, Inc., Illinois (1992). Other readings will be assigned from various journals, books and research bulletins that will be on reserve in the St. Paul Campus Library.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams, 1 paper

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

Exam format: word problems and short essay

AGEC 5790 WORLD FOOD PROBLEMS

(Last taught: F93) §Agro 5200, FScN 5643, LACS 5280, Soc 5675, 3 cr

Instructor: PETERSON W !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

This is a multi-disciplinary course which meets concurrently with AGRO 5206 (Agronomy), CAPS 5280 (Veterinary medicine) and FSCN (food science). The course focuses on causes and possible solutions of the world food problems as seen from the perspectives of the four disciplines. Main emphasis is on the less developed countries. Previous training in the four disciplines is not required.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 1 exam, 4 written homework assignments

Grade: 50% final exam, 10% class participation, 40% problem solving

Exam format: essay

AGEC 5860 ECONOMICS OF AGRICULTURAL PRODUCTION

(Last taught: F93) prereq 3003 or #, 3 cr

Instructor: APLAND J

General Ed Req: none

Production economics theory and its application to agricultural problems. Optimal resource allocation under profit maximization. Introduction to decision theory and capital budgeting.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams, 4 problem sets

Grade: 45% mid-quarter exam(s), 45% final exam, 10% class participation

Exam format: problems, essay

AGRICULTURAL ENGINEERING

AGEN 1060 AGRICULTURAL ENGINEERING ORIENTATION

(Last taught: S93) no prereq, 1 cr

Instructor: CHAPLIN J

General Ed Req: none

All students interested in finding out more about Agricultural Engineering are invited to attend. The course is structured to introduce the students to areas of agricultural engineering. Ethical issues and problems are presented to the class for discussion. Several field trips are arranged so that the students can see the results of work carried out by agricultural engineers. Special emphasis is given to environmental problems resulting from intensive farming practices. Students meet and discuss career opportunities with practicing engineers throughout the quarter. 1 credit S/N, no text required.

Class time: 80% discussion, 20% field trips

Workload: 2 essays

Grade: 100% class participation

Exam format: no exams

AGEN 1060 AGRICULTURAL ENGINEERING ORIENTATION

(Last taught: F93) no prereq, 1 cr

Instructor: WILCKE W

General Ed Req: none

Introduction to the agricultural engineering profession through lectures, readings, discussion, and presentations by faculty, practicing engineers, and fellow students. For students interested in majoring in agricultural engineering or exploring the profession. Discussion of various areas of specialization along with the environment, safety, ethics, and professionalism. Identification of internships, employment opportunities and advanced studies.

Class time: 75% lecture, 25% discussion

Workload: several small writing assignments

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

AGEN 3052 ENGINEERING PRINCIPLES OF SOIL-WATER-PLANT SYSTEMS

(Last taught: F93) prereq AEM 3016 or §3016, IT stu, 4 cr

Instructor: CLANTON C

General Ed Req: none

Soil properties of physical, texture, moisture, saturated and unsaturated moisture movement, strength, temperature and heat flow. Plant properties of structure, growth, evapotranspiration, photosynthesis, respiration and microclimate. Energy and water balance in soil-plant system. Plant stresses from drought, flooding, temperature, radiation, compaction and pollution. Engineering and management impacts on the soil-water-plant systems. This course is designed for junior students in agricultural engineering to provide fundamentals and basics of soil-water-plant relationships for upper senior level courses.

Text: Hillel, D. 1980 "Fundamentals of Soil Physics".

Class time: 66% lecture, 33% laboratory

Workload: 4 exams, 1 paper

Grade: 40% final exam, 30% quizzes, 30% lab work

Exam format: quizzes - short answer; final - problems

AGEN 5050 INTERN REPORTS

(Last taught: W94) prereq IT stu, #, 2 cr

Instructor: CHAPLIN J

General Ed Req: none

Report writing for agricultural engineering majors participating in internships with a company. The reports reflect the work that they accomplish during an intern period. Interns are expected to integrate into a design team to build leadership skills, problem definition, problem solving, and documentation of work activities in a timely manner. Site visits are arranged periodically throughout the internship.

Class time: 100% work related activities

Workload: 1 report

Grade: 100% written reports/papers

Exam format: no exams

AGEN 5070 AUTOMATIC CONTROL AND INSTRUMENTATION

(Last taught: S93) prereq CE 3400 or equiv, IT upper div or ForP maj or grad stu, 4 cr

Instructor: CHAPLIN J

General Ed Req: none

This course is presented as a hands-on approach to instrument use, data gathering and control implementation. Special emphasis is placed on errors analysis, uncertainty and data rejection. A wide range of measurements are taken in the laboratory including strain, displacement, acceleration, flow, and pressure. Students develop techniques that allow instrumentation systems to be evaluated. Simple control systems are investigated using Laplace transforms. Controls are implemented in the laboratory on various agricultural and biological related processes. Text "Instrumentation and Measurement for Environmental Sciences". 3rd. ed. Z. A. Henry, G. C. Zoerb, and G. S. Birth, Editors.

Class time: 60% lecture, 40% laboratory

Workload: 30 pages of reading per week, 2 exams, 1 paper

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

Exam format: 1/3-short answer, multiple choice; 2/3 problems

AGEN 5074 MICROCOMPUTER INTERFACING

(Last taught: F93) prereq IT upper div or grad IT, AgET 3030 or CSci 3101 or 3102, 4 cr

Instructor: GOODRICH P

General Ed Req: none

Introduction to digital components, integrated circuits, and micro-

computers. Interfacing of microcomputers for data acquisition and control. This is a hands-on course and students get to use the computers and wire up all of the circuits and chips. Learning-by-doing as well as understanding the specifications of complex as well as simple chips and circuits. A working project that senses and controls a system is the final project.

Class time: 50% lecture, 50% laboratory

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 25% final exam, 10% special projects, 15% quizzes

Exam format: problems

AGEN 5140 THERMAL PROCESSES FOR FOOD

(Last taught: W94) prereq heat transfer, IT upper div or grad IT, 4 cr

Instructor: BHATTACHARYA M

General Ed Req: none

Engineering principles of thermal processing of food, pasteurization, microwave heating, heat exchange, evaporation, refrigeration, and freezing. Process design and evaluation.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, homeworks/assignments

Grade: 25% mid-quarter exam(s), 25% final exam, 25% special projects, 25% homeworks

Exam format: open book, open notes, solving problems

AGEN 5150 BIOLOGICAL PROCESS ENGINEERING

(Last taught: S93) prereq BioC 3031 or Biol 5001 or #, 4 cr

Instructor: PARK C

General Ed Req: none

The scope of this course is to present engineering principles applied to biotechnology. The course will cover 1) hydrolysis of renewable resources such as hemicellulose, cellulose and starch to fermentable sugars, 2) microbial fermentation of hydrolysed sugars, whey and molasses to alcohols, organic acids, insecticides/herbicide, biodegradable plastics and enzymes, 3) separation and purification of fermentation products and 4) bioprocess design and optimization.

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 1 exam, 10 papers

Grade: 25% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 20% problem solving

Exam format: essay

AGEN 5191 SPECIAL PROBLEMS

(Last taught: W94) prereq #, 2-5 cr

Instructor: STAFF

General Ed Req: none

Individual study project at an advanced level involving application of engineering principles to a specific problem.

Class time: 100% independent study

Grade: 100% written reports/papers

AGEN 5192 SPECIAL PROBLEMS

(Last taught: W94) prereq 5191, #, 2-5 cr

Instructor: STAFF

General Ed Req: none

Individual study project at an advanced level involving application of engineering principles to a specific problem.

Class time: 100% independent study

Grade: 100% written reports/papers

AGEN 5350 AGRICULTURAL MACHINERY AND TERRAMECHANICS

(Last taught: F93) prereq IT upper div or grad IT maj, AEM 3016, AEM 3036, 4 cr

Instructor: CHAPLIN J

General Ed Req: none

An advanced course covering the engineering principles of machine-soil interaction. Topics include traction, tillage and off-road vehicle dynamics. Special emphasis is placed on the design of safe machinery for an international marketplace. The laboratory is equipped with a computer controlled Machine Soil Simulator that allows model simulations to take place in the laboratory. Although the course emphasis is placed on terramechanics, basic design of drive-lines, power unit selection and duty cycle analysis are covered to provide a powerline set of tools for students seeking employment in vehicle design.

Class time: 60% lecture, 40% laboratory

Workload: 40 pages of reading per week, 3 exams

Grade: 40% final exam, 30% lab work, 40% exams

Exam format: 1/3 short answer-multiple choice; 2/3 problems

AGEN 5540 WATERSHED ENGINEERING

(Last taught: F93) prereq 3052 or CE 3300, CE 3400, IT upper div or grad IT, 4 cr

Instructor: WILSON B

General Ed Req: none

The objective of this course is to apply engineering principles in the management and design of hydrologic and surface water quality systems. Topics include techniques for hydrologic analyses of small watersheds, the design of water conveyance systems such as vegetative waterways and terraces, the hydraulic and sedimentologic impact of reservoirs and detention ponds, and the control and prediction of soil erosion and transport. The laboratory exercises are used to analyze a natural resource issue for a particular watershed in Minnesota.

Class time: 65% lecture, 10% discussion, 25% laboratory

Workload: 30 pages of reading per week, 2 exams, 1 paper, weekly problem solving assignments

Grade: 20% mid-quarter exam(s), 30% final exam, 25% lab work, 25% problem solving

Exam format: open book, open notes, problem solving questions

AGEN 5745 VENTILATING SYSTEMS FOR INDOOR AIR QUALITY

(Last taught: F93) prereq IT upper div or grad IT maj, ME 3301, CE 3400 or AEM 3200, 4 cr

Instructor: JANNI K

General Ed Req: none

Impact of indoor air quality on humans, animals and plants. Contaminant sources. Ventilating processes, systems, control strategies, and equipment for indoor air quality control. Case studies from residential, commercial and agricultural systems. This course will introduce students to biologically based considerations and design requirements of environmental control systems (HVAC) for biological subjects. In addition to thermal environmental and energy concerns, indoor air quality and the health and safety of humans, animals, plants and food products must be considered by engineers, designers and managers of HVAC systems, and environmental health professionals. This course will introduce students to indoor air quality problems (ex. sick building syndrome), additional design criteria for biological subjects, sources (off-gassing from new products), basic ventilating processes, methods of control (ex. source control, removal, dilution), equipment (ex. filtration, cyclones, electrostatic precipitators, chemisorbers), and applications (ex. residences, offices, auditoriums, and animal systems).

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B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 65% lecture, 15% discussion, 20% class activities
Workload: 50 pages of reading per week, 4 exams, 1 paper, 1 design project
Grade: 30% mid-quarter exam(s), 15% final exam, 15% written reports/papers, 15% special projects, 5% class participation, 20% problem solving
Exam format: open book-open note, matching, short answer, problems

AGEN 5910 AGRICULTURAL WASTE MANAGEMENT ENGINEERING

(Last taught: W94) prereq 3052, Chem 1005, CE 3400, IT upper div or grad IT, 4 cr
Instructor: CLANTON C
General Ed Req: none

Congratulations! After an extensive and rigorous period of job searching, you decided to accept an offer from J. P. Hogboss as a Crappy Consultant with the firm of Dewey, Cheatum and Howe, Inc., Makabuk, MN. This is a general agricultural consulting firm wishing to expand into the waste management field. You being an expert in this field (you stepped into it and it stuck with you ever since), were chosen to head this division. In meeting your client's needs, J. P. wants a copy of the letters you send to your clients, plus any calculations and data on the simpler jobs. For the more difficult jobs, J. P. wants a full length lab report for the company's files. Remember that your pay raises (i.e. grades) are a function of how well you satisfy your client's needs. Description: Sources/characteristics of ag waste: livestock, food processing, domestic wastes. Physical, biological, chemical, rheological and microbiological properties. Effects on environment. Collection, storage, treatment (aerobic and anaerobic) utilization/disposal. Land application. This course is designed for senior level students in Ag Eng to provide fundamentals in ag waste mgmt and the concepts involved for design of waste mgmt sys. that are environmentally sound.

Class time: 60% lecture, 10% discussion, 30% laboratory
Workload: 5 pages of reading per week, 4 exams, 8 papers, 2 formal lab papers; 6 informal lab reports
Grade: 40% final exam, 30% quizzes, 20% lab work, 10% problem solving
Exam format: quizzes: short answer, closed book; final: problems, open book

AGET 3025 ENGINEERING PRINCIPLES AND APPLICATIONS

(Last taught: S93) prereq Math 1111 or Math 1142 or equiv, 5 cr in phys or chem, 4 cr
Instructor: JANNI K
General Ed Req: none

This course introduces non-engineering students to a variety of engineering principles and concepts. Students learn how to quantitatively apply mathematical and engineering principles to solve problems from a range of areas in animal production, crop production, horticulture, and soil and water management. Principles students are introduced to are: systems, solar energy, heat transfer, insulation, building heat loss, psychometrics, ventilation, basic electricity, lighting, control and control devices, fluid flow, pumps, fans, inlets, sprinkler nozzles, waste management, levers and inclined planes, work, power, and electric motors. Students work cooperatively in work groups on all homework and many in class activities. An individual essay or report allows students to do in-depth work on a topic or problem of interest to them and relevant to the course.

Class time: 60% lecture, 40% active learning class activities
Workload: 30 pages of reading per week, 5 exams, 1 paper, 10 homework problem sets
Grade: 40% mid-quarter exam(s), 15% final exam, 15% written reports/papers, 5% class participation, 25% problem solving
Exam format: open book, open note exams: problems, matching, short answer

AGET 3030 INTRODUCTION TO PROBLEM SOLVING WITH COMPUTERS

(Last taught: W94) prereq Math 1111 or equiv, 4 cr
Instructor: PARK C
General Ed Req: none

The following list summarizes the objectives of this course: 1) The student is to be able to solve selected types of problems by translating

the problem description into a computer program. 2) The student is to be able to correctly write BASIC statements and use BASIC functions. 3) The student is to be able to use the BASIC statements and functions to write and run programs. 4) The student is to be able to correct computer programs written in BASIC which contain either logic or syntax errors. 5) The student is to be able to use an IBM PS/2 computer to process BASIC programs. Text: "Microsoft Basic - Programming the IBM PC" by R. J. Bent and G. C. Sethares, 3rd edition.

Class time: 63% lecture, 25% laboratory, 12% demo using overhead and a portable computer
Workload: 20 pages of reading per week, 3 exams, 7 quizzes, 5 assignments in programming
Grade: 40% mid-quarter exam(s), 26% final exam, 14% quizzes, 20% problem solving
Exam format: correcting/understanding programming sections, writing a short computer programs

AGET 5027 APPROPRIATE TECHNOLOGY FOR INTERNATIONAL DEVELOPMENT

(Last taught: F93) prereq Math 1111, Chem 1001 or 1004, Phys 1041, 4 cr
Instructor: GOODRICH P
General Ed Req: none

This course will serve as a medium for introducing interested students to appropriate technologies for developing countries and will emphasize evaluation of such technologies from the technical viewpoint. As used in this course "appropriate technology" refers to technologies which are largely capital saving being suitable to small farms, small businesses and small incomes. Thus, appropriate technology is generally small scale and decentralized utilizing local materials, labor and ingenuity. It makes maximum use of renewable resources and does not require large financial investment. Such technologies must be compatible with local cultural, economic and social conditions.

Class time: 50% lecture, 20% discussion, 30% laboratory
Workload: 25 pages of reading per week, 2 exams, 2 papers, 1 building (group of 3) an appropriate device
Grade: 25% mid-quarter exam(s), 25% final exam, 20% special projects, 15% lab work, 15% problem solving
Exam format: essay, problems

AGET 5410 HYDROLOGY AND WATER QUALITY

(Last taught: W94) prereq Math 1111, Phys 1041, Chem 1004, 1005, 5 cr
Instructor: WILSON B
General Ed Req: none

To understand the basic principles of hydrology and water quality and to use problem solving techniques in analyzing them. By participating in the various class activities each student should: 1) demonstrate an understanding of the basic concepts underlying current knowledge of the hydrologic cycle; 2) demonstrate an ability to utilize methodologies for quantifying processes in the hydrologic cycle; 3) demonstrate an ability to locate and utilize various sources of hydrologic data; 4) demonstrate an elementary knowledge of the characteristics and sources of chemicals commonly considered to be pollutants of surface and subsurface resources; and 5) obtain a general familiarity with the watershed approach to analyze natural resources issues.

Class time: 70% lecture, 10% discussion, 20% laboratory
Workload: 50 pages of reading per week, 4 exams, 1 paper, weekly laboratory and homework problems
Grade: 20% final exam, 20% special projects, 40% quizzes, 20% lab work
Exam format: short answer, problems

AGRICULTURAL INDUSTRIES & MKTG

AIM 5002 MARKETING PRACTICUM II

(Last taught: W94) prereq 5001, 2 cr
Instructor: NEFSTEAD W

General Ed Req: none
Multi-disciplinary lecture/seminar involving development of a marketing plan for an agricultural input or product. Includes planning and development of promotion and advertising materials, critique of a marketing plan, and presentation of a completed marketing plan.
Class time: 50% lecture, 50% discussion
Workload: participation in small group projects/activities

Grade: 100% contribute to development of materials in a marketing plan

AGRICULTURE

AGRI 1000H HONORS COLLOQUIUM: GRAINS IN A CHANGING SOCIETY

(Last taught: F93) §5150H; prereq honors program registration, □, 2 cr

Instructor: BUHR B
General Ed Req: none

Biotechnology in agriculture includes numerous innovations in plants and animals with the common factor that all are associated with the alteration of genetic material by man. As a result of the potential changes in biological processes and products, there will also be social and economic consequences. Students in this course will learn how potential changes from biotechnology impact the agricultural and food economy. This will include issues of the economic impacts on the structure of production (e.g., farm size, or input industry structure), prices, consumers, rural communities, natural resources and other aspects of the food economy. This discussion will be broadened to consider the social and ethical issues also associated with biotechnology including, man's alteration genetic structure, food safety and security, regulation and patenting of biotechnology, and economic equity (i.e., who gains and who loses?). Students will participate in group discussions which will focus on determining policy for biotechnologies and will present their group's position to the rest of the class for consideration (40%). Students will also write a 10-15 page term paper on a topic encountered in class, and in consultation with instructor (60%).

Class time: 50% lecture, 50% discussion

Workload: 40 pages of reading per week, 1 paper

Grade: 60% written reports/papers, 20% special projects, 10% in-class presentations, 10% class participation

AGRI 1000H HONORS COLLOQUIUM: GRAINS IN A CHANGING SOCIETY

(Last taught: W94) §5150H; prereq honors program registration, □, 2 cr

Instructor: FULCHER R
General Ed Req: none

Obj: 1) to explore the historical parallels between cultural and agronomic development; 2) to identify major influences of grain food types and quality on diverse cultures; 3) evaluate the current influence of the int'l grain trade on political and cultural programs, including assessments of the recent geographic reorganization and their influences on economic shifts; 4) consider historical and current impacts of grain quality on nutritional or disease profiles in diverse cultures. Assignments: 1) identify historical and current int'l events which have markedly influenced the production and marketing of grain; 2) identify potential influences of grain on the nutritional profiles in diverse int'l cultures; 3) undertake a preliminary evaluation of the effects of new processing techniques on nutritional profiles in selected cultures and economically defined American cultures; 4) interview specialists in attempting to identify current influences of grain based snack foods on nutritional profiles; 5) interact with suitable professionals in attempting to define the primary influencing of changing agricultural practices on rural family life; 6) identify potential impacts in your major field of study of evolution of grains as dietary staple

Workload: 80 pages of reading per week, 2 exams, 1 paper

Exam format: multiple choice, essay

AGRI 1000H HONORS COLLOQUIUM: GRAINS IN A CHANGING SOCIETY

(Last taught: W93) §5150H; prereq honors program registration, □, 2 cr

Instructor: GROSS A

General Ed Req: none

This course is an honors colloquium in the College of Agriculture. Its focus is on the environment and on the controversies environmental issues call forth. It is designed to familiarize students with the debates over these issues and to enable students to participate in these debates intelligently and effectively. Accordingly the two texts are, respectively, "Ecospeak," a survey of the literature of ecology and a collection of current pro and con articles on the issues. Students will be taught the elements of argumentation and will be expected to debate the issues informally in class. The grade in the class will be founded half on class participation and half on written work. The written work will consist of brief assignments and of one longer paper taking a stand on an environmental issue not discussed in class. This course is open to any student in an honors program anywhere in the University.

Class time: 20% lecture, 80% discussion

Workload: 50 pages of reading per week, 1 paper, 6 1-page papers

Grade: 50% written reports/papers, 50% in-class presentations

Exam format: essay

AGRI 1000H HONORS COLLOQUIUM: GRAINS IN A CHANGING SOCIETY

(Last taught: S93) §5150H; prereq honors program registration, □, 2 cr

Instructor: LARSEN P O

General Ed Req: none

This course is for honors students in the Colleges of Agriculture and Liberal Arts. Students will participate in broad-based presentations and discussions about plant diseases and their historical and contemporary influence on human society. They will learn how microorganisms cause plant diseases, how environment influences plant disease, and various approaches used to manage disease such as plant breeding, biological control, biotechnology, chemical and cultural methods. There are no prerequisites for the course. Instructors will offer subject matter as lecture/discussion sessions with several short laboratory visits and demonstrations with student participation.

Class time: 40% lecture, 40% discussion, 10% laboratory, 10% laboratory visits

Workload: 10 pages of reading per week, respond in writing to 3 questions/lecture-students will do an interview, keep a journal

Grade: 20% written reports/papers, 50% special projects, 10% in-class presentations, 20% class participation

Exam format: no exams

AGRONOMY AND PLANT GENETICS

AGRO 1010 PRINCIPLES OF AGRONOMY

(Last taught: F93) §3010, 3020, 3030, 5 cr

Instructor: SIMMONS S !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Principles and practices of plant and related sciences as they apply to increasing efficiency, productivity, and genetic improvement of field crops. Topics include crop selection, improvement of crops through plant breeding, seeds and seeding, growth and development, minimizing production hazards, harvesting and storage. Lecture and laboratory. This course is intended for students who desire a general background in the principles and technology of field crop production.

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

The laboratory emphasizes crop identification and utilization. Class notes and a laboratory manual have been prepared for this class. Students are required to prepare a proposal for the production of a specific crop at a selection location in Minnesota utilizing crop production information from a variety of sources.

Class time: 65% lecture, 5% discussion, 25% laboratory, 5% problem solving

Workload: 25 pages of reading per week, 3 problem sets

Grade: 40% mid-quarter exam(s), 20% final exam, 20% lab work, 20% problem solving

Exam format: short answer essay with some multiple choice and problems

AGRO 1010 PRINCIPLES OF AGRONOMY

(Last taught: W94) §3010, 3020, 3030, 5 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Principles and practices of plant and related sciences as they apply to increasing efficiency, productivity, and genetic improvement of field crops. Topics include crop selection, improvement of crops through plant breeding, seeds and seeding, growth and development, minimizing production hazards, harvesting and storage. Lecture and laboratory. This course is intended for students who desire a general background in the principles and technology of field crop production. The laboratory emphasizes crop identification and utilization. Class notes and a laboratory manual have been prepared for this class. Students are required to prepare a proposal for the production of a specific crop at a selected location in Minnesota utilizing crop production information from a variety of sources.

Class time: 65% lecture, 5% discussion, 25% laboratory, 5% problem solving

Workload: 15 pages of reading per week, 3 problem sets

Grade: 40% mid-quarter exam(s), 20% final exam, 20% lab work, 20% problem solving

Exam format: Short answer essay with some multiple choice and problems

AGRO 1020 SPECIAL PROBLEMS

(Last taught: W94) prereq 5 cr agronomy, #, 1-3 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

In depth research or studies in Agronomy. Intended for students who wish to pursue aspects of Agronomy in greater depth than that offered in formal courses, or who wish to investigate areas not presently offered in course. Tutorial instruction under staff guidance.

AGRO 3000 SEMINAR IN INTERNATIONAL AGRICULTURE

(Last taught: W93) prereq minor in international agriculture, #, 1 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Oral presentation and discussion of students' research papers, literature review of selected topics, discussion with students and staff about their experiences in international agriculture.

AGRO 3020 GROWTH, DEVELOPMENT, AND CULTURE OF FIELD CROPS

(Last taught: S93) prereq Biol 1009, Chem 1005, 5 cr

Instructor: CARDWELL V !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

1. To examine the following physiological processes underlying growth and development in crop plants: a) photosynthesis, b) synthesis of sugar, starches, lipids, and proteins, c) respiration, d) germination, and e) sexual and asexual reproduction. 2. To compare the effects of the following environmental factors upon crop growth and development. 3. To contrast and correlate root, shoot, and reproductive growth processes as influenced by internal and external growth regulating factors. 4. To evaluate the effects of crop management decisions. 5. To use extension letters dealing with specific problems to simulate "on the job" type problems requiring the application of the principles of crop growth and culture. 6. To construct a working knowledge of the terminology used in the description of morphology,

physiology and growth processes as it relates to field crops. 7. To develop interdependent learning skills of students in preparation of a lifetime of learning.

Class time: 70% lecture, 10% discussion, 20% laboratory

Workload: 30 pages of reading per week, 3 exams, 2 papers, one small group lab project

Grade: 35% mid-quarter exam(s), 25% final exam, 15% written reports/papers, 15% lab work, 10% problem solving

Exam format: 1/3 multiple choice, 1/3 short answer, 1/3 essay, practical laboratory exam

AGRO 3030 MATURATION, HARVEST, AND STORAGE OF FIELD CROPS

(Last taught: F93) prereq Biol 1009, Chem 1005, 4 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Development and maturation of grains and forage crops, including the synthesis and accumulation of organic constituents and changes in these constituents as a result of the maturation process. Estimation of crop maturity and development of criteria for crop harvest, role of pre- and post-harvest treatments in preparation for storage, and losses associated with crop harvest. Principles of storage and preservation of crops in moist or dry state. Lecture and laboratory. Three problem solving situations and one case study relating to the course are required. Class notes and laboratory manual are utilized in the course. Required readings are given with each of the major topical areas. All readings are housed in the assigned reading section of the St. Paul Campus Library.

Class time: 65% lecture, 5% discussion, 25% laboratory, 5% problem solving and case studies

Workload: 20 pages of reading per week, 3 exams, 3 problem sets

Grade: 20% mid-quarter exam(s), 20% final exam, 25% lab work, 20% problem solving

Exam format: short essay and problems

AGRO 3060 FIELD PLOT DESIGN IN AGRONOMY

(Last taught: S93) prereq jr, A, 4 cr

Instructor: HICKS D

General Ed Req: none

Course objectives: 1) introduction to statistical theory and hypothesis testing, 2) learn experimental procedure and experimental design, 3) learn data analysis, interpretation, and presentation of results of experiments. This is a practical course in experimental design and data analysis and interpretation. Students will get practical experience from analysis of data from field experiments on various agronomic subjects during the quarter. Students will learn to use the personal computer for data analysis.

AGRO 3130 SEED TECHNOLOGY

(Last taught: W94) prereq 1010 or #, 2 cr

Instructor: CARDWELL V !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Principles and practices of seed analysis, seed handling, conditioning and viability testing. Course is valuable to student interested in the seed industry, seed biology, and seed regulatory programs

Class time: 25% lecture, 75% laboratory

Workload: 50 pages of reading per week, 3 exams

Grade: 40% final exam, 40% quizzes, 10% lab work, 10% class participation

Exam format: practical exams - conduct seed tests (1/2); Written short essay and multiple choice (1/2)

AGRO 3200 SEMINAR

(Last taught: W94) prereq jr or sr, 1 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Investigation through literature review and group discussion of selected topics in agronomy. Emphasis on recent advances in agronomy.

Class time: 10% lecture, 90% discussion

Workload: 15 pages of reading per week, 1 paper

Grade: 100% preparation and presentation of seminar

AGRO 5001 PROBLEMS IN AGRONOMY FOR ADVANCED STUDENTS

(Last taught: W94) prereq 20 cr agronomy, #, 1-5 cr
Instructor: SMITH L !!Morse Alumni Teaching Award Winner;
also College of Ag Distinguished Teacher!!
General Ed Req: none

Problems in Agronomy for Advanced Students: In-depth research or studies in agronomy. Intended for advanced students who wish to pursue aspects of agronomy in greater depth than that offered in formal courses or who wish to investigate areas not presently offered in courses. Independent study and research under staff guidance.

AGRO 5010 FORAGE PRODUCTION AND UTILIZATION

(Last taught: W93) prereq 1010 or #, 4 cr
Instructor: SHEAFFER C
General Ed Req: none

Interrelationships between plants and animals as they relate to the selection, production, and use of forage crops. Crop management practices including establishment, maintenance, and harvesting of forages as pasture, hay, or silage. Physiological basis of forage management of various species. Forage quality and use as related to livestock feeding with emphasis on ruminant nutrition. Lecture and laboratory.

Class time: 35% lecture, 35% discussion, 30% laboratory
Workload: 2 exams, lab paper, weekly assignments

AGRO 5020 INTRODUCTION TO PLANT BREEDING

(Last taught: W94) prereq GCB 3022, 4 cr
Instructor: ORF J
General Ed Req: none

A beginning course covering general terminology and principles of plant breeding with emphasis on the application of genetic principles by means of plant breeding procedures. Major concepts will be discussed using examples from common crop species in agronomy, horticulture and forestry. Study guides are provided and class notes used in addition to text. Text: "Breeding Field Crops" 3rd edition, John M. Poehlman, 1987 AVI Publishing Co.

Class time: 80% lecture, 5% closed-circuit TV, 10% discussion, 5% cooperative learning projects

Workload: 40 pages of reading per week, 2 exams, 8-9 quizzes and problem sets weekly

Grade: 17% mid-quarter exam(s), 33% final exam, 7% written reports/papers, 23% quizzes, 20% problem solving

Exam format: all types of questions i.e. short answer, multiple choice, T/F, matching, essay and definitions.

AGRO 5040 CORN AND SOYBEAN MANAGEMENT

(Last taught: F93) prereq 3010, 3020, 3030, Soil 1122 or #, 3 cr
Instructor: HARDMAN L
General Ed Req: none

This course utilizes lectures, discussions and problem situations to apply the results of corn and soybean management research conducted in Minnesota. Required readings and handouts support each topic area. Topics are Agronomic aspects of the climate and soil types in Minnesota, crop and cultivar selection, crop residue management, cropping systems, nutrient management, pest management (weeds, insects, diseases), water management, trouble shooting, harvest and storage, and economic considerations. Students are expected to read the assigned scientific journal articles, extension publications and articles from general interest agricultural publications and use the information to suggest Best Management Practices for various situations suggested by the instructor. Written and oral presentations of these plans are required.

Workload: 30 pages of reading per week, 1 exam, quizzes, written/oral solutions to problems

Grade: 40% final exam, 30% written reports/papers, 30% quizzes
Exam format: mixture or short answer essay and/or interpretation of graphs, charts or tables which are provided

AGRO 5120 GROWTH, DEVELOPMENT, AND CULTURE OF FIELD CROPS

(Last taught: S93) §3020; prereq Biol 1009, Chem 1005, 5 cr
Instructor: CARDWELL V !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!
General Ed Req: none

For a full description see Agro 3020.

Class time: 70% lecture, 10% discussion, 20% laboratory

Workload: 30 pages of reading per week, 3 exams, 2 papers, 1 small group laboratory project

Grade: 35% mid-quarter exam(s), 25% final exam, 15% written reports/papers, 15% lab work, 10% problem solving

Exam format: lecture: multiple choice, short answer, essay. Practical laboratory exams.

AGRO 5130 MATURATION, HARVEST, AND STORAGE OF FIELD CROPS

(Last taught: F93) §3030; prereq Biol 1009, Chem 1005, 4 cr
Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!
General Ed Req: none

Development and maturation of grains and forage crops, including the synthesis and accumulation of organic constituents and changes in these constituents as a result of the maturation process. Estimation of crop maturity and development of criteria for crop harvest, role of pre- and post-harvest treatments in preparation for storage, and losses associated with crop harvest. Principles of storage and preservation of crops in moist or dry state. Lecture and laboratory. Three problem solving situations and one case study relating to the course are required. Class notes and laboratory manual are utilized in the course. Required readings are given with each of the major topical areas. All readings are housed in the assigned reading section of the St. Paul Campus Library. Paper required for AGRO 5130.

Class time: 65% lecture, 5% discussion, 25% laboratory, 5% problem solving and case studies

Workload: 20 pages of reading per week, 3 exams, 3 problem sets
Grade: 20% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 25% lab work, 20% problem solving

AGRO 5310 ORIENTATION TO FIELD CROP BREEDING

(Last taught: F93) prereq 5020 or #, 1 cr
Instructor: STUTHMAN D
General Ed Req: none

Field study of plant breeding programs and techniques. The class consists of weekly two-to-three hour sessions and two half-day field trips, one to Rosemount and one to the Horticultural Research Center at Excelsior. Each session features the field activities of a plant breeding or plant genetics research project. A typical session includes a brief general orientation followed by a visit to the actual field area on the campus where the research is being conducted. Course requirements include class attendance and a special project with an accompanying interpretive paper of one-to-two typewritten pages. Grading is S/N only.

Class time: 10% lecture, 90% field trips

Workload: 2 pages of reading per week, 1 paper

Grade: 50% written reports/papers, 50% class participation

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

AMERICAN INDIAN STUDIES

AMIN 1032 BEGINNING DAKOTA

(Last taught: W94) prereq 1031, 5 cr

Instructor: SCHOMMER C

General Ed Req: none

Language classes require a reasonable amount of work in relation to the number of academic credits earned, but they are different from other courses in a way that some persons never come to accept. Most college courses consist primarily of lectures and discussions which students are free to attend or miss as they wish. As long as they complete outside assignments and perform well on tests, there need be little direct contact between teacher and pupil. In regard to languages, there is no substitute for the instruction and guided learning received directly from the teacher in the classroom other than having a fluent and skilled tutor with whom to practice conversation on a daily basis. Students who come regularly and participate actively in classroom exercises have a very good chance of succeeding. Certainly, they do not have to worry about the subject being too hard or beyond their capabilities. Persistent practice is the critical factor. There is no way of postponing class work and then cramming at the last minute to pass a test which measures verbal skills that can only be acquired over a period of time.

Class time: 100% language, visual aids, video, tape recordings, skits
Workload: one language lesson and vocabulary a week; dialogue written and memorized

Grade: 15% mid-quarter exam(s), 40% final exam, 10% quizzes, 35% daily attendance

Exam format: multiple choice, translations, quizzes

AMIN 1771 INTRODUCTION TO AMERICAN INDIAN STUDIES

(Last taught: W94) §AmSt 1771, 4 cr

Instructor: DANFORTH R

General Ed Req: (CLA: C-1 WS CP) (CSOM: C) (IT: C) (CBS: C WS CP)

This course introduces American Indian Studies with an emphasis on its interdisciplinary nature. It provides: 1) an orientation to American Indian groups, languages and lifeways, 2) an examination of common images and assumptions pertaining to "Indians," 3) analytical concepts used in approaching American Indian peoples and concerns, 4) an overview and sampling of contributions from key fields and disciplines (history, literature, anthropology, etc.), 5) an introduction to American Indians in Minnesota, 6) perspectives on the role(s) of American Indian Studies within a modern university setting. Required texts: Robert F. Berkhofer, Jr. "The White Man's Indian: Images of the American-Indian from Columbus to Present", Nancy Lurie (ed.), "Mountain Wolf Woman: Sister of Crashing Thunder: The Autobiography of a Winnebago Woman", Ignatia Broker, "Night Flying Woman: An Ojibway Narrative".

Workload: 100 pages of reading per week, 2 exams, 2 papers

Exam format: mostly short answer, listing with a few multiple choice questions

AMIN 3035 INTERMEDIATE DAKOTA

(Last taught: W94) prereq 3034, 5 cr

Instructor: SCHOMMER C

General Ed Req: none

Language classes require a reasonable amount of work in relation to the number of academic credits earned, but they are different from other courses in a way that some persons never come to accept. Most college courses consist primarily of lectures and discussions which students are free to attend or miss as they wish. As long as they complete outside assignments and perform well on tests, there need be little direct contact between teacher and pupil. In regards to languages, there is no substitute for the instruction and guided learning received directly from the teacher in the classroom other than having a fluent and skilled tutor with whom to practice conversation on a daily basis. Students who come regularly and participate actively in classroom exercises have a very good chance of succeeding. Certainly, they do not have to worry about the subject being too hard or beyond their capabilities. Persistent practice is the critical factor. There is no way of postponing class work and then cramming at the last minute to pass a test which measures verbal skills that can only be acquired over a period of time.

Class time: 100% translations of video's community projects, songs, traditional foods in language recipes

Workload: 2 exams, daily attendance or field trips/home visits, community involvement

Grade: 25% mid-quarter exam(s), 35% final exam, 5% special projects, 35% attendance and final results of projects

Exam format: interviews, translations of videos, home visits, projects

AMIN 3112 AMERICAN INDIAN HISTORY: 1850 TO THE PRESENT

(Last taught: W93) §Hist 3872, 4 cr

Instructor: O'BRIEN J

General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)

This course serves as an introduction to American Indian History from 1830 to the present. Lectures are designed to complement the readings and will focus primarily on the impact of Federal Indian policy on American Indian cultures and societies as a unifying theme. A secondary theme will emphasize major shifts in the nature of Native American sovereignty. This course will stress the integrity and adaptability of American Indian societies and the centrality of ever-emergent Native American identity.

Class time: 60% lecture, 30% discussion, 10% films

Workload: 140 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

AMIN 3116 AMERICAN INDIAN LITERATURE

(Last taught: W94) no prereq, 4 cr

Instructor: MILLER C

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

As Kenneth Lincoln writes in "Native American Renaissance", telling stories the Indian way means inflecting the truth of the old ways still within. As your course description indicates, our work will focus on comparing and integrating the cultural and aesthetic qualities of your reading to illustrate the reflowering and the connections of traditional Native expression within contemporary Indian literature. We will concern ourselves with the distinctions of this literature from that of the Anglo tradition and on themes and purposes central to contemporary American Indian experience. Required texts: Mourning Dove (Hum-Ishu-Ma) "Cogewea the Half-Blood", first printing, 1927; Ella Cara Deloria, "Waterlily", 1988; N. Scott Momaday, "House Made of Dawn", 1966; Leslie Marmon Silko, "Ceremony", 1978; Silko, "Storyteller", 1981; Momaday, "The Way to Rainy Mountain", 1969; Louise Erdrich, "Tracks", 1988; Erdrich, "Love Medicine", 1984.

Workload: 200 pages of reading per week, 2 exams, 1 paper, informal entries in a "reading notebook" approximately 6 pages a week

Exam format: short answer, mostly essay

AMIN 3242 SURVEY OF AMERICAN INDIAN ARTS

(Last taught: F93) no prereq, 4 cr

Instructor: LIBERTUS R

General Ed Req: (CLA: D WS CP) (CSOM: D) (IT: D) (CBS: D WS CP)

This course is designed to acquaint students with American Indian arts from pre-contact to contemporary times. It focuses on materials, techniques and traditions that underlie the art form in various tribal regions of the United States. Historically, it discusses the influences from within tribes, the influences on art exerted by other tribes and eventually European influence. I use 'Native Arts of North America' by Christian Fiest and selected readings from books on library reserve on specific subjects. I also use educational videos such as 'Maria Martinez - Potter of the Pueblos' and others. We make one class field trip to the Anthropology Department to visit the Mimbres pottery collection (a pre-contact pottery culture).

Class time: 60% lecture, 10% closed-circuit TV, 25% discussion, 5% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 1 special project - an art project

Grade: 25% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 20% special projects, 5% class participation

Exam format: multiple choice, short essay, one larger essay question

AMIN 3810 FIELD PRACTICE: INDIAN STUDIES

(Last taught: W94) prereq soph or jr or sr, #, 3-9 cr

Instructor: STAFF

General Ed Req: none

Individually arranged experiences for students with special interests and needs. May involve "internship" experiences or research activities involving community agencies and problems.

Workload: depends on project

AMIN 5251 AMERICAN INDIANS AND THE CINEMA

(Last taught: F92) §AmSt 5251, 4 cr

Instructor: LIBERTUS R

General Ed Req: (CLA: WS CP) (CBS: WS CP)

This course is designed to acquaint students with the affect Hollywood cinema and other such images have had on the American public in shaping the American Indian image. Class time is lecture, visual images of slides on earlier artist portrayal of American Indians, film clips and 4 full-length movies. The textbook is 'The Pretend Indians' and selected readings by film producers, directors and writers.

Class time: 40% lecture, 40% closed-circuit TV, 10% discussion, 10% an oral project of film analysis

Workload: 50 pages of reading per week, 1 exam, 4 movie analyses

Grade: 20% mid-quarter exam(s), 55% special projects, 20% in-class presentations, 5% class participation

Exam format: definitions, multiple choice, and short essay

AMERICAN STUDIES

AMST 1002 AMERICAN CULTURES

(Last taught: W94) no prereq, 4 cr

Instructor(s): NOBLE D!!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!, MILLER C

General Ed Req: (CLA: C-3 CP) (CSOM: C) (IT: C) (CBS: C CP)

This course will study the period from roughly 1890 to 1940 from an interdisciplinary perspective. The lecturers, David Noble, an American intellectual historian, and Carol Miller, a specialist in Native American Literature, will alternate class periods, providing both a necessary historical context and differing perspectives on the history of the period. The historical context will allow the student to better understand the reading material which is primarily fiction: Louise Erdrich's "Tracks", Kate Chopin's "Reawakening", John Steinbeck's "Grapes of Wrath", and Richard Wright's "Black Boy". In addition, there will be a course packet and possibly one or two films.

Class time: 90% lecture, 10% discussion, Two lectures and one discussion section a week.

Workload: 100 pages of reading per week, 3 papers, Weekly one page papers and take home essay exams

Grade: 30% final exam, 40% written reports/papers, 30% class participation, 25% recitation with class participation

Exam format: take-home essay, usually 2 questions and short answer

AMST 1002H AMERICAN CULTURES

(Last taught: W94) prereq honors stu or #, 4 cr

Instructor(s): NOBLE D!!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!, MILLER C

General Ed Req: none

This course will study the period from roughly 1890 to 1940 from an interdisciplinary perspective. The lecturers, Dana Noble, an American intellectual historian, and Jean O'Brien, a specialist in Native American History, will alternate class periods, providing both a necessary historical context and differing perspectives on the history of the period. The historical context will allow the student to better understand the reading material which is primarily fiction: Louise

Erdrich's "Tracks", Sinclair Lewis' "Main Street", Nella Larsen's "Passing", and Cathy Peiss's "Cheap Amusements" (a study of women in the public/entertainment sphere). In addition, there will be a course packet and possibly one or two films.

Class time: 90% lecture, 10% discussion, 1 day per week recitation sections (50 minutes)

Workload: 3 papers, take-home essay exam

Grade: 25% final exam, 50% written reports/papers, 25% recitation with class participation

Exam format: take-home essay, usually 2 questions and short answer

AMST 1003 AMERICAN CULTURES

(Last taught: S93) no prereq, cr

Instructor: MAY L

General Ed Req: (CLA: C-3 CP) (CSOM: C) (IT: C) (CBS: C CP)

Interdisciplinary study examining class, gender, public policy and social issues, by comparing the cultures and artistic expression of at least three of the following groups: European American, African American, American Indian, Asian American, and Chicano and Latino. (1003: 1920s to the present) Syllabus not complete. 5 books: J. O'Kada, "No No Bay", E. May "Homeward Band", H. Iskes "Migrant Souls", L. Silko "Ceremony", J. Cene, "Martin and Malcolm"

Class time: 33% lecture, 33% closed-circuit TV, 33% discussion

Workload: 150 pages of reading per week, 1 exam, 1 long paper, several short ones

Grade: 33% final exam, 33% written reports/papers, 33% class participation

Exam format: essay

AMST 1003H AMERICAN CULTURES

(Last taught: S93) no prereq, cr

Instructor: MAY L

General Ed Req: none

For a full description see AmSt 1003.

Class time: 33% lecture, 33% closed-circuit TV, 33% discussion

Workload: 150 pages of reading per week, 1 exam, 1 long paper, several short ones

Grade: 33% final exam, 33% written reports/papers, 33% class participation

Exam format: essay

AMST 3111 CREATIVE AMERICANS AND THEIR WORLDS

(Last taught: W94) no prereq, 4 cr

Instructor: KRASNOW

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The course is intended to give students an overview of some of the most important styles of music to emerge in this country from the colonial era to the present, with an emphasis on the twentieth century, and also to examine music in its social and political contexts. Reading assignments and class discussion will raise questions regarding the racial, geographical, sexual and class politics of music, the relationship of popular music to the mass media, and the effect of technological development on artistic expression. In addition to regular readings, the course requirements include weekly listening assignments and discussions of songs. The discussions will be in non-technical terms; that is, students are not expected to have any background or formal training in music. There are no prerequisites for the course.

Class time: 70% lecture, 30% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper, listening assignments 1/2 hr per week

Grade: 20% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 20% quizzes

Exam format: take-home essay and in-class listening quizzes

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

AMST 3111 CREATIVE AMERICANS AND THEIR WORLDS

(Last taught: W93) no prereq, 4 cr

Instructor: ZIMMERMAN S

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course is designed to question the divisions between high and low or popular culture. Historian, Lawrence Levine, has argued that in the 19th century America's emerging industrial and academic elites divided American culture into categories of 'high' and 'low' in an attempt to legitimate so-called high art forms, such as Shakespearean drama, while excluding ethnic, working-class audiences through the construction of opulent theatres and cultural centers demanding high ticket prices. However, were these boundaries stable, or did they shift and, at times, break down. The class will explore the period in American history from 1900-1945, a time when many of America's more recent immigrants, African-Americans, and women of all backgrounds were actively redefining their sometimes tenuous positions within American society. Significantly, a marked number of these redefinitions appeared in the cultural products (both high and low) of the time. We will examine a selection of the high and low culture that appeared in the first half of this century, keeping a careful eye for the general audience and the critic to see how American Culture and Americans are defined.

Class time: 40% lecture, 35% discussion, 25% video, music, slides, overhead projection, film, etc.

Workload: 1 exam, 1 paper, a journal will be kept and evaluated at 5 times during the quarter

Grade: 25% final exam, 25% written reports/papers, 13% quizzes, 13% class participation, 25% journal

Exam format: essay

AMST 3112 AMERICAN EVERYDAY LIFE

(Last taught: W94) no prereq, 4 cr

Instructor: NEMANIC M

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course examines American culture in the latter half of the 20th Century by focusing on everyday life. Using advertising, films and literature, we will interpret these artifacts to determine whether they distort, reflect or ignore the everyday life of groups across gender and class lines. Within the historical context of these artifacts, we will identify the tensions, ambiguities and biases they present as well as the groups targeted and excluded from their audiences. In particular, we will look at three groups in American life: Native Americans, African Americans and European Americans (representing the mainstream culture). In addition, we will focus on the concept of the hegemony, its relation to the American Dream and consumerism reflected in the mass culture of the 20th Century. Required texts: "Homeward Bound" by Elaine May, "Raisin in the Sun" by Lorraine Hansberry, "Death of a Salesman" by Arthur Miller, "Night Flying Woman" by Ignatia Broker and a packet of xeroxed readings.

Class time: 60% lecture, 40% discussion

Workload: 80 pages of reading per week, 3 exams, 3 papers

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

Exam format: short essay

AMST 3112 AMERICAN EVERYDAY LIFE

(Last taught: W93) no prereq, 4 cr

Instructor: SAMUEL L

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course will trace the central and marginal narratives of consumerism to better understand American social history, to measure cultural change, and to identify shifts in values over the last century. Consumer culture will be used in order to examine popular representations and legitimized constructions of American identities (i.e., race, gender, class) and institutions (e.g., family, technology, etc.). The accepted supposition of a homogeneous, monolithic "mass market" will be challenged by viewing the consumer sphere as a historical site of pluralistic, fragmented and conflicting social identities and institutions. A central goal of the course is to engage in the scholarly debate between those who endorse consumer capitalism and those who argue that it is ultimately unfulfilling and in opposition to communal human values. Additionally, the course is aimed to raise students' "consumer consciousness" by challenging the assumptions and presumptions of a consumption-based society. Finally, the course is designed to demystify the often misunderstood processes and

motives of consumer communications.

Class time: 33% lecture, 33% discussion, 33% overheads of advertisements

Workload: 50 pages of reading per week, 1 paper, 5 writing assignments/team presentations

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

Exam format: essay

AMST 3113 AMERICAN CULTURAL DIVERSITY

(Last taught: S93) no prereq, 4 cr

Instructor: LOVIGLIO J

General Ed Req: (CLA: C-1 CP) (CSOM: C) (IT: C) (CBS: C CP)

This course takes as its focus African American film, the representation of African Americans in cinema, and the historical context surrounding these films. We will use film as a way to enter the larger conversation about race, gender, culture and the politics of representation of African Americans in the mass media. Beginning with "The Birth of A Nation" and ending with the home of Spike Lee, we trace the transformation and continue in American cinema, and more broadly, in American culture in relation to race and gender. The course will be team taught. There will be weekly discussions, films, and written assignments. This course requires active engagement.

Class time: 50% lecture, 25% discussion, 25% film on Monday afternoon

Workload: 100 pages of reading per week, 1 exam, 3 papers, reaction papers for each week

Grade: 20% final exam, 40% written reports/papers, 20% class participation, 20% reaction papers

Exam format: hum home final with identifications and essays

AMST 3302 PROSEMINAR: AMERICAN STUDIES

(Last taught: W94) prereq 3301, 4 cr

Instructor: RICHTER C

General Ed Req: none

This course is part of a year-long sequence designed to prepare American Studies majors to research and write their senior papers. The fall quarter (3301) highlights the American Studies interdisciplinary and multicultural approach to a given topic, chosen each year by the instructor. In the winter quarter (3302), the class focuses on relevant research methods, and students develop their own particular research interests. In the spring quarter (3303), students write their senior papers. Throughout, this class functions as a seminar, emphasizing critical reading and active participation in seminar discussions. Readings vary each year by instructor.

Class time: 100% discussion

Workload: varies by instructor

Grade: varies by instructor

Exam format: essay

ANIMAL AND PLANT SYSTEMS

ANPL 1001 ORIENTATION TO ANIMAL AND PLANT SYSTEMS

(Last taught: F93) no prereq, 1 cr

Instructor: SMITH L !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Orientation seminar specifically for new students majoring in Animal and Plant Systems in the College of Agriculture. Specific topics discussed include: History of Land Grant Universities and COA, maximizing your college education (using the COA portfolio), preparing for a career in agriculture, Areas of societal concern in agriculture (students will select one or more), Global concerns in agriculture, Research (the experimental method), Extension information service to the public. Seminar is open to all interested persons.

Class time: 35% lecture, 65% discussion

Workload: interviews, newspaper articles (locate/read), portfolio and course preparation

Grade: 50% written reports/papers, 25% special projects, 25% class participation

ANPL 3010 ENVIRONMENT AND WORLD FOOD PRODUCTION

(Last taught: W94) prereq Biol 1008 or Biol 1009, 4 cr
Instructor: SIMMONS S !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!
General Ed Req: none

Sustainable food production via agriculture is crucial for humankind's survival. Agricultural systems are influenced by and impact the environment. Course examines ecological properties of world agricultural systems including issues of biodiversity, soil conservation, agricultural pollution, water quality, and waste management. This course provides an introduction to global agricultural systems. It will orient students to the ways in which environment constrains the capacity of these systems to produce food as well as to how agriculture impacts the environment. The course features interactive teaching methods with particular emphasis on student-centered decision cases considering actual dilemmas involving agriculture and the environment. Students with no prior experience in agriculture are invited and encouraged to enroll. An introductory understanding of biological concepts (e.g. Biol 1008 or Biol 1009) would be helpful, but is not essential.

Workload: 30 pages of reading per week, 2 exams, 2 papers, 6 decision cases

Exam format: essay

ANPL 5060

(Last taught: S93) no prereq, cr
Instructor: DAVIS D
General Ed Req: none

This course emphasizes the use of decision case method in the intergration of production management variables in agricultural production systems, with focus on problem analysis, principle application and decision making involving the integration of disciplines. Personnel, regulatory, and ethical considerations are included as variables inherent to decision making. The decision cases used describe actual problems in a broadly defined agricultural community. Students are cast in the role, either individually or as members of small teams, as the principal decision maker to simulate job related responsibility inherent in employment. Instruction is through discussion as related to each case, its analysis and alternative solutions. Thus, the course is oriented as a capstone course in the major in which problem identification, analysis and resolution provide students with management experience. Students from widely diverse backgrounds are welcome.

Class time: 70% discussion, 30% laboratory

Workload: 30 pages of reading per week, 4 written reports plus about 8 5-10 minute oral reports

Grade: 40% written reports/papers, 40% in-class presentations, 5% class participation, 15% problem solving

Exam format: no exams

ANIMAL SCIENCE

ANSC 1100 INTRODUCTORY ANIMAL SCIENCE

(Last taught: W94) no prereq, 5 cr
Instructor(s): SEYKORA A, OTHERS
General Ed Req: none

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

Class time: 80% lecture, 20% discussion

Workload: 5 exams, 7 problem sets

Grade: 50% mid-quarter exam(s), 25% final exam, 25% problem solving

Exam format: true-false, multiple choice, short answer, essay

ANSC 1100 INTRODUCTORY ANIMAL SCIENCE

(Last taught: W93) no prereq, 5 cr

Instructor: YOUNG C

General Ed Req: none

This course is an introduction to animal science with emphasis on fundamental concepts of physiology, nutrition, animal breeding, and management as they apply to production systems of livestock and poultry. The first half of the course is spent on the basics - genetics, physiology, nutrition - of farm animal production. Farm animals of greatest economic importance, beef cattle, dairy cattle, swine and poultry, then are covered for one week each. Horses and sheep have two periods each. Written assignments deal with issues such as animal rights/welfare, animals and the environment, and food safety, and/or with alternative animal enterprises. The class spends some time viewing meat animals prior to and after slaughter, and visiting animal production units on campus.

Class time: 75% lecture, 5% closed-circuit TV, 8% discussion, 12% tours, animal and carcass evaluations

Workload: 20 pages of reading per week, 2 exams, 2 papers, 6-8 quizzes and short exercises

Grade: 20% mid-quarter exam(s), 20% final exam, 10% written reports/papers, 40% quizzes, 10% problem solving, discretion of individual instructor

Exam format: most exams combine true/false, multiple choice, and discussion

ANSC 1301 MANAGEMENT TECHNIQUES: SWINE

(Last taught: F93) prereq #, 1 cr

Instructor: HAWTON J

General Ed Req: none

This course is recommended for students interested in swine and having little or no past experience with this species. Students should expect to gain some competency in the use of several skills and management techniques for raising pigs. Students must learn 7-8 of the following management practices: proper handling, cleaning/house-keeping, care of sow at farrowing, assisting sows during birth process, processing baby pigs, castration, feeding, estrus detection, pregnancy determination, management of the boar, semen collection, artificial insemination, care of equipment, detecting abnormalities and illness, administering medication, herd records and feed preparation. Student performance will be evaluated by barn manager. One credit is given in exchange for 4 hrs/wk and gaining a proficiency level of "satisfactory" for all management practices chosen to learn. Grades will be given as S/N only.

Class time: 10% discussion, 90% hands-on experience - management practices

Workload: 4 hrs/wk engaged in hands-on management practices

Grade: 100% must gain competency in 7-8 skills/techniques used in swine management

ANSC 1302 MANAGEMENT TECHNIQUES: SHEEP

(Last taught: W94) prereq #, 1 cr

Instructor: CHRISTIANS C

General Ed Req: none

Practical, hands-on practices relating to all phases of sheep production. Topics conducted are lamb management, docking, castration, tagging, feeding; Ewe management- pre and post lambing, including feeding ration formulation, shearing lambing record evaluation; wool

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

evaluation and marketing. Students will be involved in applied research conducted at sheep research center.

Class time: 100% laboratory

Workload: all hand-on, hand outs provided

Grade: 100% lab work

Exam format: oral evaluation

ANSC 1305 MANAGEMENT TECHNIQUES: POULTRY

(Last taught: S93) prereq #, 1 cr

Instructor: HAMRÉ M

General Ed Req: none

Practical, hands-on experiences with management skills and practices relating to care of poultry and the production of poultry meat and eggs. Students will be involved in applied research conducted at the poultry research center. Activities offered are dependent on needs of the current research program and the hours arranged for the class to meet. Skills and management techniques may include incubation of eggs, brooding and rearing of broilers, layer management, egg quality evaluation, weighing birds, cleaning pens and equipment and recording data.

Class time: 100% laboratory

Workload: 1 paper

Grade: 10% written reports/papers, 90% lab work

Exam format: oral evaluation

ANSC 1510 CONSUMER MEAT SCIENCE

(Last taught: S93) no prereq, 2 cr

Instructor: EPLEY R

General Ed Req: none

The primary intent of this course is to provide undergraduate students with an introduction to the compositional variation, processing, selection, storage, cookery, palatability and nutritional value of red meat. Students completing this very applied course will be more knowledgeable consumers.

Class time: 80% lecture, 15% discussion, 5% demonstration

Workload: 27 pages of reading per week, 3 exams

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

Exam format: multiple choice, true-false, fill-in-the-blank, essay

ANSC 3111 INTRODUCTION TO ANIMAL BEHAVIOR

(Last taught: F93) §EEB 3111; prereq Biol 1008 or Biol 1009 or #, 4 cr

Instructor: PHILLIPS R

General Ed Req: none

This course is a survey of the biological study of behavior, including questions of causation, development, function and evolution; it emphasizes the evolution of behavior, especially that of social behavior, of animals in their natural environments. Topics include the genetic basis for behavioral evolution; mechanisms of development; mechanisms for detecting and reacting to events in the environment; ways of studying evolutionary history of behavior; behavior as an adaptive mechanism; and detailed analysis of the effects of environment on reproduction, sexual and parental behavior, and on social behavior. Finally human behavior is examined in light of results of studies of other species. Texts: Alcock, John "Animal Behavior. An Evolutionary Approach" 5th edition; Dawkins, R. "The Selfish Gene" 2nd edition.

Class time: 60% lecture, 25% discussion, 15% videos and films

Workload: 55 pages of reading per week, 2 exams, 2 papers

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

Exam format: essay

ANSC 3111 INTRODUCTION TO ANIMAL BEHAVIOR

(Last taught: S93) §EEB 3111; prereq Biol 1008 or Biol 1009 or #, 4 cr

Instructor: PUSEY A

General Ed Req: none

Survey of the biological study of animal behavior, including questions of causation (mechanism), development, function and evolution; emphasizes the evolution of adaptive behavior, especially social behavior in the natural environment.

Class time: 100% lecture

Workload: 100 pages of reading per week, 2 exams, one essay, one annotated bibliography

Grade: 25% mid-quarter exam(s), 40% final exam, 35% written

reports/papers

Exam format: multiple choice, short answer, some essay

ANSC 3130 BEGINNING LIVESTOCK JUDGING

(Last taught: F92) prereq soph or #...1120 rec, 2 cr

Instructor: HAWTON J

General Ed Req: none

This course is designed for students interested in livestock evaluation and becoming a member of the University of MN Livestock Judging Team. Objectives of the course are: 1) to familiarize students with breeds and their type differences; 2) to familiarize students with the general type and conformation of animals considered to be more desirable for the livestock industry; 3) to make students aware of selection criteria such as growth/reproduction records, carcass data, feet and leg structure and visible characteristics of reproductive soundness; 4) to aid students in expressing their thoughts and decisions about a class of livestock in a set of oral reasons. The class is designed to train students in livestock judging so that they can satisfactorily compete in national collegiate livestock judging contests.

Class time: 20% discussion, 80% laboratory

Workload: from 12-15 hrs/wk in judging practice sessions and oral reason presentation.

Grade: 100% class participation

ANSC 3131 LIVE ANIMAL PERFORMANCE AND SELECTION

(Last taught: S93) no prereq, 3 cr

Instructor: CHRISTIANS C

General Ed Req: none

Course content: live animal selection is taught based on visual evaluation and performance records for beef cattle, swine and sheep. Marketing methods of meat animals for seedstock and commercial programs are discussed. Teaching methods utilized are group discussions, situation learning and scenarios problem solving. This is a useful course for students who wish to gain a broad background in meat animal evaluation. Course is structured so that little knowledge is required for enrollment. Students with knowledge of course materials are placed in roles to develop situation learning exercises. Outside guest speakers from industry are used in an advisory role. Field tips are conducted. Recommended for none animal science students, excellent for AgEd, Marketing. CLA, good science requirement.

Class time: 1% lecture, 40% discussion, 59% laboratory

Workload: 10 pages of reading per week, 1 exam, 10 papers, 4 hours selection of animals and class hadouts

Grade: 30% final exam, 5% written reports/papers, 5% special projects, 35% lab work, 10% class participation, 15% problem solving

Exam format: multiple choice, true/false, essay, fill-in-the-blank

ANSC 3142 ADVANCED LIVESTOCK JUDGING

(Last taught: F93) prereq 3130, 2 cr

Instructor: HAWTON J

General Ed Req: none

This course is designed for students who have previously taken ANSC 3130 and have competed in beginning level collegiate judging events. Objectives of the course are: 1) to further improve students' knowledge of livestock breeds including type and production differences; 2) to improve students' knowledge of the desired animal conformation (structural) and composition (percent lean); 3) to incorporate growth and reproduction performance data into the selection criteria; 4) to improve students' skills in decision making, thought organization and oral expression. Students in this class will represent the U of M in national collegiate livestock judging contests.

Class time: 10% lecture, 30% discussion, 30% laboratory, 30% students groups exchanging information

Workload: from 10-12 hours/week - all work done in class

Grade: based on a percentage of total possible points

Exam format: Students are graded on the basis of total points obtained throughout the quarter. They must acquire 80% or better, of the total possible points to achieve an A, 70% to get a B, etc

ANSC 3143 MEATS JUDGING AND GRADING

(Last taught: F93) prereq 1120 or J, 2 cr

Instructor: EPLEY R

General Ed Req: none

This course provides in-depth training in evaluation of beef, pork and lamb carcasses as well as wholesale cuts. Evaluation decisions are supported by written reasons. Students also become proficient in quality and yield grading of beef carcasses. Training is also provided in determining if wholesale cuts meet USDA specification requirements. Field trips include participation in intercollegiate meat judging contests.

Class time: 20% lecture, 60% laboratory, 20% field trips

Workload: 10 pages of reading per week, 2-4 field trips

Grade: 70% lab work, 10% class participation, 20% field trips

Exam format: essay, problem solving

ANSC 3220 PRINCIPLES OF ANIMAL BREEDING

(Last taught: F93) prereq GCB 3022 rec, 5 cr

Instructor: SEYKORA A

General Ed Req: none

This course is the application of qualitative genetic principles to animal breeding. Topics included: Mendelian genetics, computation of genetic values from an individual's own performance and relatives, selection indexes, inbreeding and relationships, crossbreeding and development of a breeding program. Text: "Breeding and Improvement of Farm Animals" by J.E. Legates and Everett J. Warrick is utilized with weekly reading and problem solving assignments.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 3 exams

Grade: 30% mid-quarter exam(s), 15% final exam, 15% special projects, 15% quizzes, 25% problem solving

Exam format: true-false, multiple choice, problem solving

ANSC 3301 SYSTEMIC PHYSIOLOGY

(Last taught: F93) prereq Biol 1011, BioC 1301, 6 cr

Instructor: HUNTER A !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

An introduction to physiology of the body. Lectures cover the following systems: nervous, circulatory, urinary, respiratory, digestive, endocrine and reproductive. Text: Schauf et al. 'Human Physiology'. Course is team-taught and has 4 instructors.

Class time: 83% lecture, 17% laboratory

Workload: 40 pages of reading per week, 4 exams

Grade: 48% mid-quarter exam(s), 36% final exam, 16% lab work

Exam format: multiple choice or short answer

ANSC 3305 REPRODUCTIVE PHYSIOLOGY, ARTIFICIAL INSEMINATION, AND LACTATION

(Last taught: S93) prereq 3301, 5 cr

Instructor: HUNTER A !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

First half of course covers principles governing reproduction in cattle, sheep, swine, horses, dogs, cats, mink and birds. Second half of course deals with principles controlling the lactation of mammals. Although subjects are given an agricultural emphasis, the principles of reproduction and lactation are applicable to humans and wildlife. The two hour weekly lab gives hands-on experiences concerning the gross and microscopic anatomy of reproductive tracts, semen collection, semen evaluation, semen preservation, artificial insemination and mammary anatomy. A movie is used to introduce each lab before the hands-on experience. The lab time can usually be arranged to fit student schedules.

Class time: 66% lecture, 34% laboratory

Workload: 60 pages of reading per week, 3 exams

Grade: 75% mid-quarter exam(s), 25% final exam

Exam format: essay, short answers

ANSC 3401 PRINCIPLES OF ANIMAL NUTRITION

(Last taught: F93) §1401; prereq Chem 1002 or BioC 1301 or Chem 3301, 3 cr

Instructor: PETTIGREW J

General Ed Req: none

Classification and function of nutrients, use of nutrients for body maintenance growth, egg production, gestation and lactation, comparative study of the digestive systems of farm animal species. Objectives: 1) to acquaint the student with the nutrients, including their classification, chemical nature and functions; 2) to acquaint the student with the digestive processes of farm animal species; 3) to explain the use of nutrients for body maintenance and for the productive functions of growth, egg production, gestation and lactation. Required text: "Basic Animal Nutrition and Feeding" 3rd edition (1988) Church and Pond.

Class time: 90% lecture, 10% discussion

Workload: 25 pages of reading per week

Grade: 57% mid-quarter exam(s), 43% final exam

Exam format: short answer

ANSC 3510 INTRODUCTION TO HUMAN AND ANIMAL GROWTH AND DEVELOPMENT

(Last taught: S93) prereq Biol 1009, 4 cr

Instructor: HATHAWAY M

General Ed Req: none

This course is designed to integrate nutrition, physiology, endocrinology and genetics in a comprehensive examination of growth and development of tissues contributing to animal growth. We examine the structure and function of bone, muscle, adipose and nerve tissues as well as their normal pattern of development from the embryo to the mature animal. The roles of growth factors, hormones, nutrition and genetics in normal and abnormal growth are discussed. The ethical and practical considerations of using growth promoting substances are addressed.

Class time: 70% lecture, 20% discussion, 10% laboratory

Workload: 10 pages of reading per week, 2 exams, 1 paper

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

Exam format: short answer

ANSC 5231 DAIRY CATTLE BREEDING

(Last taught: W94) prereq 3220 or #, 4 cr

Instructor: HANSEN L !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

The 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 the students address questions that are raised and jointly arrive at a solution. Quantitative genetic principles are the primary focus, with rates of genetic improvement and systems of breeding emphasized.

Class time: 35% lecture, 40% discussion, 25% laboratory

Workload: 25 pages of reading per week, 2 exams, 1 paper, 5 homework exercises

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

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Exam format: short answer, essay

ANSC 5280 LIVESTOCK ENTOMOLOGY

(Last taught: W94) §Ent 5280, 3 cr

Instructor: MOON R

General Ed Req: none

Livestock entomology is the study of the biology and management of insects, mites and ticks associated with livestock production systems. Course goals are for students to understand the variety of relations among parasites, their hosts and people, with emphasis on productivity and comfort. Students learn about the biology of the arthropods and the different tactics that are appropriate for managing livestock pests. By the end, students should be able to design and critique pest management practices that are tailored to a specific livestock enterprise. Background readings are provided in a recommended text, which is on library reserve. Class time is spent discussing the insects and domestic host systems, and illustrated with specimens and slides from the field. Student teams working outside class choose a specific enterprise, design an appropriate pest management system, and present a report for a term project.

Class time: 50% lecture, 30% discussion, 20% class activities

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 30% students may substitute a literature review paper for the course final exam

Exam format: essay, matching, few true/false and multiple choice

ANSC 5322 PHYSIOLOGY OF REPRODUCTION

(Last taught: F93) prereq 6 cr systemic physiology, 5 cr

Instructor: CRABO B

General Ed Req: none

The course will give an overview of reproductive endocrinology, male and female reproduction, reproductive patterns and management of individual domestic species. Less emphasis will be given areas where special courses are offered (Endocrinology, Fertilization and Gestation, Immunoreproduction, Preservation of Spermatozoa and Embryos). The classroom sessions will attempt to tie together morphology, chemistry with physiology of reproduction to the extent the instructor is capable. It is obvious that some basics of histology, ultrastructure, chemistry and immunology have to be included if all students have not previously been exposed to these areas. Some techniques for evaluation of endocrine balance and reproductive capacity will be discussed.

Class time: 65% lecture, 20% discussion, 15% laboratory

Workload: 100 pages of reading per week, 3 exams, 1 paper, handouts provided

Grade: 30% final exam, 20% written reports/papers, 50% two exams (1 after each 1/3 quarter)

ANSC 5327 GENERAL ENDOCRINE PHYSIOLOGY

(Last taught: W94) prereq 3301 or #, 3 cr

Instructor: WHEATON J

General Ed Req: none

The goal of the course is to provide the student with a sound up-to-date understanding of the hormones and actions of the endocrine system. Material is presented at a level suitable for undergraduate and graduate students who have had a course or equivalent in systemic physiology and biochemistry. The course typically attracts students with interests in biological sciences, human medicine or veterinary medicine. Major endocrine systems are covered, including hormones of the hypothalamus, anterior and posterior pituitary, thyroid, adrenal medulla and cortex, gonads, parathyroid, pancreas and gastrointestinal tract. Also covered are hormone chemistry and biosynthesis, mechanism of hormone action and regulatory factors. Clinical and applied endocrine applications are discussed. The required text is the third edition of "Endocrinology" by Mac E. Hadley. Lecture outlines and additional illustrations are provided.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: short answer, short essay

ANSC 5328 GENERAL ENDOCRINE PHYSIOLOGY LABORATORY

(Last taught: S93) prereq 5327 or #, 2 cr

Instructor: WHEATON J

General Ed Req: none

This is a laboratory course in which students conduct radioimmunoassays. Course objectives are to instruct students in principles of radioimmunoassay; and further, to impart to students a first-hand knowledge of radioimmunoassays that comes through experience. The course is intended for upper division undergraduate and graduate students with interest in hormone assay technique. Radioimmunoassay is widely used in biological research and in human and veterinary medicine. Students design an experiment from which various samples are obtained. Samples are assessed for hormone concentrations using radioimmunoassay. Grading is based upon two laboratory reports. One report deals with radioimmunoassay, the other with the experiment.

Class time: 10% lecture, 10% discussion, 80% laboratory

Workload: 2 pages of reading per week, 2 papers

Grade: 60% written reports/papers, 30% lab work, 10% class participation

ANSC 5330 CURRENT TOPICS IN ENDOCRINOLOGY

(Last taught: S93) prereq 3301, Biol 3021 or BioC 5001, 1 cr

Instructor: WHEATON J

General Ed Req: none

The course is intended for upper division undergraduate and graduate students of biological sciences with interest in endocrinology, physiology, nutrition, biochemistry and human and veterinary medicine. Some background in physiology and biochemistry is recommended. Objectives: 1) develop student's awareness and appreciation of recent progress in endocrinology; 2) expose students to computer search techniques to locate current literature; 3) provide a forum for students to critique, present and discuss current literature in endocrinology. During the first class meeting five to seven topics are identified. Topics have a clear endocrine aspect in which significant recent progress has been made. Topics vary from basic to applied/clinical and from human to rodent. Each student selects four topics of interest and then searches current literature for one pertinent paper on each topic. A schedule is made for presentation of papers. One topic is covered in one or two class meetings. Two students present their paper on the specified topic each class meeting. Presentations include some introductory material and discussion follows each talk. Presentations follow a guideline and criteria for evaluation stem from the guideline.

Class time: 50% discussion, 50% student presentations

Workload: 5 pages of reading per week, 4 presentations about 15 minutes each

Grade: 70% in-class presentations, 30% class participation

Exam format: no exams

ANSC 5404 APPLIED ANIMAL NUTRITION

(Last taught: S93) prereq VB 5210, 5212, 5306, 2 cr

Instructor: OLSON W

General Ed Req: none

This course is designed for first year Veterinary Professional students with no background in animal science. It is not recommended for undergraduate students except with instructor permission.

Class time: 90% lecture, 5% discussion, 5% laboratory

Grade: 65% mid-quarter exam(s), 35% final exam

ANSC 5405 POULTRY NUTRITION

(Last taught: S93) prereq 3401, 3 cr

Instructor: WAIBEL P

General Ed Req: none

Nutrition and feeding of chickens and turkeys with emphasis on nutrition concepts and feeding programs using least cost methods. The Principles of Animal Nutrition prerequisite may be waived by the instructor for students with a biochemistry background. Special features include: 1) new information or modeling nutrition programs, 2) live research project - student designed and conducted with chicks or turkey poults, 3) videos of poultry production to provide appreciation of poultry development and practices.

Class time: 60% lecture, 20% discussion, 20% laboratory

Workload: 3 exams, 1 paper

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

Exam format: essay, but not limited to same

ANSC 5601 SWINE PRODUCTION

(Last taught: S93) prereq 3401...3220 rec, 4 cr

Instructor: SHURSON G

General Ed Req: none

This course is designed for students who want an up-to-date understanding of various technologies and industry issues involved in the pork production business. Material presented is oriented toward students who have at least some previous experience or course work in economics and business management, environment and facilities, nutrition, health, reproduction, genetics, and/or current industry issues. Emphasis is placed on understanding interrelationships among pork production factors and how they can be managed in various types of pork production systems. Students will develop problem solving skills and gain the ability to utilize computer software in making management decisions. Each student is required to develop a term project involving plans and descriptions for a complete pork production system using information obtained in class and from a variety of other sources. Students are also asked to write hypothetical "return letter" responses to questions involving two key current industry issues. Laboratory sessions are designed to demonstrate and provide "hands-on" swine management practices as well as utilize a variety of computer software programs for evaluating and solving various commercial pork production problems.

Class time: 50% lecture, 15% discussion, 35% laboratory

Workload: 40 pages of reading per week, 2 exams, 3 papers, 6 problems sets

Grade: 30% mid-quarter exam(s), 10% written reports/papers, 30% special projects, 30% problem solving

Exam format: essay, problem solving involving case studies

ANSC 5604 DAIRY FARM MANAGEMENT

(Last taught: S93) prereq 1520, 5403...3220 rec, 4 cr

Instructor: YOUNG C

General Ed Req: none

This course is intended to be a "capstone" course in dairy herd management. The course is designed to build problem solving skill in a real world setting. Most of 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. Three 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 at the end of the quarter will visit a "real dairy" which they are expected to collect data, samples, study records, etc. and will write an analysis of the herds strengths and weaknesses and make recommendations to improve herd profitability. These reports will be worth 25% of the final grade in the course.

Class time: 25% lecture, 50% discussion, 25% laboratory

Workload: daily preparation for decision case discussions

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

Exam format: take home, open book, essay; case study problems

ANSC 5605 POULTRY PRODUCTION

(Last taught: F93) prereq 1401 or 3401...5405 rec, 4 cr

Instructor: HAMRE M

General Ed Req: none

The physiology, genetics, diseases, and nutrition of poultry and their

relation to current management practices for production of eggs, broilers, and turkeys. Technical and practical aspects of production and marketing in relation to their underlying principles. A schedule of topics will be presented each quarter. Class discussion and lectures will primarily deal with the scheduled topics. Students will be expected to actively participate in class discussion. Short written and oral exercises will be a frequent class activity. Course content will be modified to meet interests of students as much as practicable. More in-depth student interests may be explored and presented as class reports. Text: 'Poultry Production', Austic and Nesheim, 13th ed.

Class time: 50% lecture, 35% discussion, 15% laboratory

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 75% 3 exams (25% each); 25% quizzes; paper; class participation

Exam format: mostly short answer

ANTHROPOLOGY

ANTH 1101 HUMAN ORIGINS

(Last taught: W94) no prereq, 5 cr

Instructor: ARNOLD B

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to the evolutionary development of humans, both physically and culturally. Major topics include the concept of evolution, biological relationships between humans and other primates, primate behavior and taxonomy, the fossil record of human evolution, and the basic methods employed by archaeologists in the study of prehistoric human biological and cultural development. Attendance and participation are essential for a passing grade in the course.

Class time: 75% lecture, 25% laboratory

Workload: 20 pages of reading per week, 4 exams, 5 lab exercises

Grade: 25% lab work, 75% 3 exams; lowest grade out of 4 exams is dropped

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

ANTH 1101H HONORS COURSE: HUMAN ORIGINS

(Last taught: W94) prereq B avg or #, 5 cr

Instructor: ARNOLD B

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to the evolutionary development of humans, both physically and culturally. Major topics include the concept of evolution, biological relationships between humans and other primates, primate behavior and taxonomy, the fossil record of human evolution, and the basic methods employed by archaeologists in the study of prehistoric human biological and cultural development. Attendance and participation are essential for a passing grade in the course.

Class time: 50% lecture, 50% laboratory

Workload: 250 pages of reading per week, 2 exams, 1 paper, 5 lab exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 25% written reports/papers, 25% lab work

Exam format: objective and essay

ANTH 1102 INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

(Last taught: W94) §5102, 5 cr

Instructor: BARLOW K

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

Comparative study of societies and cultures around the world, to illustrate anthropology's perspective on human behavior. Topics include, marriage and kinship, economic processes in society, gender,

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B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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politics and conflict, religion, the relationship to the individual to culture. This course is taught using a combination of large lecture groups and sections. Active learning techniques will be used in both settings to increase students' participation, promote critical thinking, and encourage the use of writing as a tool for learning. Emphasis is placed on relating anthropological concepts to personal experience, and contemporary world problems. Required textbooks: Kottak, "Cultural Anthropology"; Spradley and McCurdy, "Conformity and Conflict"; and three ethnographies —accounts of the way of life of a particular society or subculture.

Class time: 60% lecture, 30% discussion, 10% film/video

Workload: 150 pages of reading per week, 1 exam, 4 quizzes

Grade: 10% mid-quarter exam(s), 20% final exam, 40% quizzes, 10% class participation, 20% weekly preparations for section

Exam format: multiple choice, short answer, essay

ANTH 1102 INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

(Last taught: S93) \$5102, 5 cr

Instructor: GERLACH L

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

The purpose of this course is to introduce you to the cross-cultural and comparative approach of social and cultural anthropology; to its basic concepts, principles and methods, and to its application to understanding the world in which you live. Topics will include concepts about culture and society, anthropological method and theory, systems, ecological adaptation, technology, social organization, political organization and law, economy, religion, social and cultural change, globalization. Case study examples will range the world and time. The course is presented using lecture, a variety of discussion and interaction formats in the large lecture hall and in recitation; slide, video and audio illustrations, textbook and study-guide readings and exercises. Texts include L.P. Gerlach, Morgan, et al, "Study-Guide, Case Studies, Workbook" (1988, 1992), available at Copies on Campus; Rosman and Rubel, "The Tapestry of Culture" (4th edition, McGraw Hill); Langness, L.L. ed "Other Fields of Grasshoppers" (Harper and Row); Chance, Norman, "China's Urban Villagers: Life in a Beijing Commune" (2nd ed, Holt Rinehart Winston); Miller, Frank, "Old Villagers and a New Town: Industrialization in Mexico" (Waveland Press).

Grade: 50% mid-quarter exam(s), 35% final exam, 15 % written work and recitation/participation

Exam format: multiple choice, true-false, and short answer essay — participation includes small group development of questions and answers on weekly readings/lectures, report on observations

ANTH 1102H INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

(Last taught: W94) prereq GPA 3.0 or #, 5 cr

Instructor: BARLOW K

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Comparative study of societies and cultures around the world, to illustrate anthropology's perspective on human behavior. Topics include, marriage and kinship, economic processes in society, gender, politics and conflict, religion, the relationship to the individual to culture. This course is taught using a combination of large lecture groups and sections. Active learning techniques will be used in both settings to increase students' participation, promote critical thinking, and encourage the use of writing as a tool for learning. Emphasis is placed on relating anthropological concepts to personal experience, and contemporary world problems. Required textbooks: Kottak, "Cultural Anthropology"; Spradley and McCurdy, "Conformity and Conflict"; and three ethnographies —accounts of the way of life of a particular society or subculture.

Class time: 60% lecture, 30% discussion, 10% film/video

Workload: 150 pages of reading per week, 2 exams, 4 quizzes, field research exercise

Grade: 10% mid-quarter exam(s), 20% final exam, 40% quizzes, 10% class participation, 20% weekly preparations for section

Exam format: quizzes will be short answer, essay

ANTH 1102H INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

(Last taught: S93) prereq GPA 3.0 or #, 5 cr

Instructor: GERLACH L

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The purpose of this course is to introduce you to the cross-cultural and comparative approach of social and cultural anthropology; to its basic concepts, principles and methods, and to its application to understanding the world in which you live. Topics will include concepts about culture and society, anthropological method and theory, systems, ecological adaptation, technology, social organization, political organization and law, economy, religion, social and cultural change, globalization. Case study examples will range the world and time. The course is presented using lecture, a variety of discussion and interaction formats in the large lecture hall and in recitation; slide, video and audio illustrations, textbook and study-guide readings and exercises. Texts include L.P. Gerlach, Morgan, et al, "Study-Guide, Case Studies, Workbook" (1988, 1992), available at Copies on Campus; Rosman and Rubel, "The Tapestry of Culture" (4th edition, McGraw Hill); Langness, L.L. ed "Other Fields of Grasshoppers" (Harper and Row); Chance, Norman, "China's Urban Villagers: Life in a Beijing Commune" (2nd ed, Holt Rinehart Winston); Miller, Frank, "Old Villagers and a New Town: Industrialization in Mexico" (Waveland Press);

Workload: honors sec students will also read McCurdy & Spradley, "Issues in Cultural Anthropology"

Grade: 50% mid-quarter exam(s), 35% final exam, 20 % on honors recitation and written work; see instructor for additional grading info

Exam format: multiple choice, true-false, and short answer essay — participation includes small group development of questions and answers on weekly readings/lectures, report on observations

ANTH 3224 HISPANIC CULTURES OF LATIN AMERICA

(Last taught: W94) prereq 1102 or #, 4 cr

Instructor: GUDEMAN S

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

Hispanic cultures of Latin America have provided compelling and puzzling ethnographic materials. The course will examine data from Mexico to South America and consider topics such as the economy, underdevelopment, the family and ritual kinship, gender, religion and ritual, values and ideology. To illuminate the material, several conceptual frameworks will be introduced including the relation of contemporary societies to past European folk life, structural analysis with the New World as a culture area, symbolic and cultural interpretations, the historical impact of colonialism and postcolonialism, and the efficacy of local responses to an expanding capitalist system. Classes will consist of lectures, other teaching materials (such as films, slides and handouts) plus discussion of the readings. The lecture and readings run in parallel, but the lectures are usually not "about" the readings, so you will need to put the two together.

Workload: 75 pages of reading per week, 2 exams

Exam format: essay

ANTH 5115 ECONOMIC ANTHROPOLOGY

(Last taught: F93) prereq 1102 or 5102, 3201 or #, 4 cr

Instructor: GUDEMAN S

General Ed Req: (CLA: WS) (CBS: WS)

The course will develop a cross-cultural or comparative perspective on economic life, focusing on the interplay between exotic data and the theories that are used to explain the data. During the term we will consider four different approaches: formalism or neoclassical theory, substantivism or institutional theory, Marxism, and cultural economics. My own view is that the most productive route to a comparative economics should be based on the last or cultural approach. This turns out to be a critique and analysis of our own Western views as well as a different way of thinking about "things economic". At the end of the course we will move toward an integration of the four approaches.

Class time: 80% lecture, 10% discussion, 10% films and slides

Workload: 90 pages of reading per week, 2 papers

Grade: 35% mid-quarter exam(s), 65% final exam

Exam format: essay

ANTH 5131 ANTHROPOLOGY OF RELIGION

(Last taught: S93) prereq 1102 or 5102 or #, 4 cr

Instructor: PRELL R

General Ed Req: (CLA: WS) (CBS: WS)

The course is a comparative study of theories of religion applied to religious behavior throughout the world. The purpose of the class is to allow students to reconsider religion and understand what it does in human society and experience. The class will include lecture and

discussion.

Class time: 50% lecture, 50% laboratory

Workload: 100 pages of reading per week, 2 exams, 3 short in-class writings

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: take-home essay, may write one paper instead of exam

ANTH 5141 CULTURE AND PERSONALITY

(Last taught: S93) prereq 1102 or 5102 or #, waived for public hlth, nurs, psy, soc, social work majs, 4 cr

Instructor: INGHAM J

General Ed Req: (CLA: WS) (CBS: WS)

This course examines anthropological and psychoanalytic perspectives on the psychological foundations of society and culture and, at the same time, the social and cultural dimensions of personality and subjective experience. Topics covered include: theoretical perspectives; human nature and the evolution of mind; personality and personality disorders; child development; the social construction of the self; psychological processes in social relations and cultural activity; mental illness; war; and religion. The material includes examples from many different societies. Required readings: Obeyesekere, G., "Medusa's Hair: An Essay on Personal Symbols and Religious Experience"; Stigler, J. et al. (eds.), "Cultural Psychology: The Chicago Symposia on Child Development"; Wilson, P.J., "Oscar: An Inquiry into the Nature of Sanity?"

Class time: 70% lecture, 20% discussion, 10% films

Workload: 70 pages of reading per week, 3 exams, 1 paper

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

Exam format: essay, short answers

ANTH 5157 THE POLITICAL DISCOURSE OF SOCIAL CHANGE

(Last taught: W93) no prereq, 4 cr

Instructor: JOSEPHIDES L

General Ed Req: none

The course examines the tension between tradition and innovation in contexts of rapid social change, especially when local cultures come into contact with outside, politically more forceful ones. A triple theme links the course: 1) how the powerful constructs of "custom" and "tradition" can be used to bolster the interests of one group, and how they can be ignored in attempts to impose change and modernity; 2) how innovations are transformed and indigenised; and 3) the subjective experience of culture contact as a discourse suggestive of the existence of internal innovations prior to this contact. This suggests that social change is not imposed but is the result of the confrontation between two cultures or cultural elements. In examining indigenous strategies towards change, the course also recasts "tradition" as an already politicised discourse. We will look at specific instances of culture contact, social change and the political uses of tradition in Africa and Melanesia. Cleavages along gender lines will be relevant throughout, but especially in discussion of #1.

Workload: 2 papers, class presentation

Grade: 100% written reports/papers, class presentation and participation are used to determine grades in borderline cases

ANTH 5301 ADVANCED METHODS AND THEORY IN ARCHAEOLOGY

(Last taught: W94) prereq 3111 or #, 4 cr

Instructor: GIBBON G

General Ed Req: none

This course provides a review of recent developments in, as the title indicates, archeological method and theory. The emphasis is on a review of and an understanding of recent literature in the field. Topics

to be reviewed include radiocarbon dating, rock art studies, site excavation and location, computer software programs, and interpretive archeology, among many other topics. This course is recommended for any student with a serious interest in an introductory background in archeology. Students are assigned topics for discussion in class.

Class time: 50% lecture, 50% discussion

Workload: 75 pages of reading per week, 1 exam, 1 paper, 1 report presentation (1-3 during the quarter)

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

Exam format: essay and concept identification

ANTH 5960 SENIOR SEMINAR: HUMAN/ ENVIRONMENT INTERACTIONS

(Last taught: F93) prereq sr maj, 4 cr

Instructor: ARNOLD B

General Ed Req: none

This course examines a number of issues relating to the study, interpretation, presentation and conservation of the past which are becoming more and more important in an increasingly politicized global environment. Why preserve the past, and in what form? Should prehistoric relics be narrowly conceived or treated in the broader context of all cultural relics? How has the past been used and abused for political purposes in different historical and cultural contexts? To what extent have administrative policies and racist attitudes towards indigenous peoples alienated indigenes from anthropologists? How do museums, collections, the restitution of cultural property and the illicit traffic in relics contribute to this situation? What is being done to encourage communication between opposing interested parties in the ongoing struggle for control of the past? We will be looking at case studies from Nazi Germany, Australia, New Zealand, the United States, Central Europe, South Africa, Zimbabwe, Central and South America and a number of other contexts.

Class time: 25% lecture, 25% discussion, 50% oral presentations by students

Workload: 200 pages of reading per week, 5 papers, 1 final paper

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

Exam format: no exams; oral presentations, 5 short papers and final paper

ANTH 5960 SENIOR SEMINAR: HUMAN/ ENVIRONMENT INTERACTIONS

(Last taught: W94) prereq sr maj, 4 cr

Instructor: GERLACH L

General Ed Req: none

The purpose of this seminar is to: 1) review recent efforts by officials to institutionalize use of "the ecosystem management approach" to manage environmental risk and natural resources; 2) consider the proposition that the ecosystem management approach does not now adequately incorporate understanding and use of human and sociocultural factors and processes; 3) develop the proposition that since humans interact with the biophysical environment through culture these interactions must be studied and learned about with methods and concepts different from those used to study the interactions of plants and animals and physical environment; 4) consider what these methods and concepts should include, and how anthropology contributes; 5) consider how efforts to integrate sociocultural and biophysical factors in human ecology studies can be informed by interdisciplinary studies, and how students can integrate subjects studied separately by examining problems in human-environment interactions.

Grade: 55% written reports/papers, 25% class participation, 20% outlines and discussion

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

ANTH 5960 SENIOR SEMINAR: HUMAN/ ENVIRONMENT INTERACTIONS

(Last taught: S93) prereq sr maj, 4 cr

Instructor: LIPSET D

General Ed Req: none

The sociological and cultural analysis of ritual. Readings will be selected from the founders of modern sociology. A framework for the study of ritual will be developed. It will then be applied to social ethnographic studies. The class will be conducted in a seminar format. Students will be responsible to lead discussion. A research paper on a ritual of the student's choice will be assigned.

Class time: 100% discussion

Workload: 200 pages of reading per week, 1 paper

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

Exam format: no exams

ANTH 5960 SENIOR SEMINAR: HUMAN/ ENVIRONMENT INTERACTIONS

(Last taught: F92) prereq sr maj, 4 cr

Instructor: MILLER F

General Ed Req: none

This course is limited to anthropology majors planning to do senior projects. Interested students should see Prof. Miller.

ARCHITECTURE

ARCH 1010 INTRODUCTION TO ARCHITECTURAL DRAWING

(Last taught: F92) prereq arch maj or pre-arch maj or #, 4 cr

Instructor: PIOTROWSKI A

General Ed Req: none

This course is intended to explore the concepts which constitute the reality we inhabit and the characteristics of the concepts created to represent this reality in the form of a drawn image. Exercises explore drawing processes as modes of perception, cognition and reflection. The course also introduces and studies representational aspects of drawing systems and conventions while focusing on their function in understanding of space, light, and order. Studio-like environment, created in this course, encourages discussions, exchange of ideas and critical thinking.

Class time: 15% discussion, 85% studio

Workload: 3-6 drawings (14" x 17") or sketches per week

Grade: 20% final exam, 10% special projects, 20% class participation, 50% weekly review of drawings

ARCH 1022 HISTORY OF LANDSCAPE ARCHITECTURE

(Last taught: S93) §LA 1022, 4 cr

Instructor: NECKAR L

General Ed Req: none

The history of landscape architecture is, precisely, a short one. The phrase was not widely used until the nineteenth century, probably first in reference to the English garden architectural design work of Humphry Repton. Frederick Law Olmsted and Calvert Vaux are usually credited with the coining of the phrase that we currently use to describe the range of professional activities that are associated with the intervention into, and ordering or control of landscape—the constituent parts of which are landform, plants, structures and water. The roots of landscape architecture, however, run more deeply into the past. The garden is the original archetype of control in the landscape in many cultures; it is the fundamental beginning of landscape architecture. Texts: Norman Newton's "Design on the Land" and Geoffrey and Susan Jellicoe's "Landscape of Man".

Class time: 100% lecture

Workload: 50 pages of reading per week, 2 exams, sketchbook exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 50% special projects

Exam format: multiple choice, slide analysis and identification

ARCH 1041 ARCHITECTURAL GRAPHICS

(Last taught: F92) prereq arch maj or pre-arch maj or premajor arch or #, 2 cr

Instructor: GREBNER D

General Ed Req: none

Students are introduced to drawing using the "Right-brain" approach of Betty Edwards' book (text). The course atmosphere is informal yet of hard work. Class is spent doing diverse drawing exercises and criticizing homework assignments. Instructors give individualized and group crits. The course moves from simple contour drawing to value drawings and environmental sketches. Emphasis shifts from general drawing techniques and exercises to more architectural renderings by the end of the quarter.

Class time: 20% lecture, 20% discussion, 40% studio: in-class drawing exercises

Workload: 1 exam, 150 pages reading whole quarter; in-class work, weekly assignments at least 4 hrs work ea.

Grade: 20% final exam, 80% record of in-class work and homework assignments

Exam format: it is a multiple drawing assignment related to architectural issues

ARCH 1071

(Last taught: F92) no prereq, cr

Instructor: GREBNER D

General Ed Req: none

Students are introduced to the world of design using a) environmental observation representation and analysis, and b) short design exercises. The course is very well structured yet somewhat informal. Direct communication between instructors and students is used as a major teaching strategy. This class is very intense and requires the student's time and work commitment (at least 10 hours per week in addition to class time). Basic Design I offers a solid foundation in design thinking, representation, and techniques common to all design disciplines (especially for architecture, landscape architecture and Interior design). The course is organized around weekly or bi-weekly design assignments combined with in-class critique and supporting exercises. Arch 1071 assumes that the student has no background in design.

Class time: 30% lecture, 30% discussion, 40% studio: in-class design and drawing assignments

Workload: 200 pgs reading whole qtr; 6 major design exercises (20 hours+ per week)

Grade: 100% 80% major design assignments; 20% in-class work

Exam format: Exams are each design assignment although they do not have the stress level that other examinations have and are one or two weeks long.

ARCH 3061 BUILDING SYSTEMS

(Last taught: S93) prereq 3081 or §3081 or #, arch maj or adult special, 4 cr

Instructor: WEEKS S

General Ed Req: none

Required Texts: "Fundamentals of Building Construction; Materials and Methods" 2nd edition, Wiley, 1990 and four reading packages at Alpha Print. This is the first of two courses on materials and methods of construction as an introduction to the fundamentals of building construction that support design intentions. This course explores the historical and contemporary use of building materials in their primary structural functions to construct building types: stone and brick masonry; carpentry and wood framing; metals and steel frames; and concrete. The examinations of various building forms are based upon a hierarchical scale relationship of the variations of different Systems, the Components that comprise the system and the simplest, most flexible and versatile. The combination and organization of the elements and components that make up the systems used in a building necessarily also include such things as first and long term energy costs, financing, management, transportation, labor and marketing. This course provides the background for the most common relationship between the use of systems and parts of buildings.

Class time: 60% lecture, 35% recitation on exercises and projects

Workload: 75 pages of reading per week, 3 exams, 3 materials projects

Grade: 25% mid-quarter exam(s), 35% final exam, 40% special projects

Exam format: essay, multiple choice, graphics or mathematical calculations; drawing skills are necessary

ARCH 3311 DRAWING FOR DESIGN

(Last taught: W93) §LA 3311; prereq pre-arch or arch or env dsgn or landscape arch maj, Arch/LA 1301, or #, 4 cr

Instructor: PIOTROWSKI A

General Ed Req: none

This is a follow-up course for ARCH/LA 1301. It is intended to explore architectural concepts which describe reality we inhabit and the characteristics of concepts created to represent this reality in the form of a drawn image. Drawing process, like design process, will focus on understanding of issues (aspects of perception, cognition, and reflection) rather than on solving visual problems. The course will explore, for example, representational aspects of drawing systems, drawing conventions, depiction of space, light, and order. The course will use a studio-like environment to encourage reflective and critical thinking. Sequences of exercises should develop understanding and create opportunities to respond to prior criticism.

Class time: 20% lecture, 20% discussion, 60% drawing exercises
Workload: 1 exam, 3-6 drawing studies (14" x 17" size) per week, 100 pages per quarter

Grade: 25% in-class presentations, 75% 50% portfolio of all drawings developed during course; 25% final presentation

Exam format: Review of drawings

ARCH 3511 INTRODUCTION TO ARCHITECTURAL STRUCTURES

(Last taught: W94) prereq Arch maj, 3081, Math 1142 or Math 1211, Phys 1042, Phys 1046, 4 cr

Instructor: STERLING R

General Ed Req: none

This course is intended to allow students of architecture to analyze simple building structures and details and to appreciate the impacts of building design decisions on structural design. The topics proceed from statics and deformable body mechanics to the design of building elements. The text book will be used as the organizational basis of the course. The lectures will present the analytical techniques, give demonstrative examples and discuss applications to building design. Text: "Elementary Structures for Architects and Builders" R. E. Schaefer.

Class time: 100% lecture

Workload: 20 pages of reading per week, 5 exams

Grade: 40% final exam, 50% quizzes, 10% problem solving

Exam format: problems involving calculation

ARCH 5111 ARCHITECTURAL DESIGN

(Last taught: F92) prereq 3093, 3064-3065 or §3064-3065, CE 3600-3601-3602 or §CE 3600-3601-3602, IT arch maj, 6 cr

Instructor: DITTMAR G

General Ed Req: none

The course, or better "studio", concentrates on an in-depth exploration of issues of architecture, design, and building. Projects range from formal and technical exercises to the design of medium-sized buildings. The course is the first of a three-quarter sequence, and the first of the Upper Division Studios. Students are given the opportunity to choose from 4-5 studio options which vary in terms of project, emphasis, and approach within a common framework as determined by the respective instructor. The teaching method follows the traditional studio format consisting of lecture-discussion, one-to-one critiques, formal presentations and reviews. Only students who have been admitted to the professional degree program and who have successfully completed second year design (Arch 3093) are admitted to the course.

Class time: 100% cf. studio format (varies with studio/instructor)

Workload: design exercises and projects (varies with studio/instructor)

Grade: special projects, presentations, lab work, class participation, cf. studio format

Exam format: interim reviews, and final presentation and jury

ARCH 5116 STRUCTURE AND FORM IN ARCHITECTURE

(Last taught: W94) no prereq, 4 cr

Instructor: RAUMA J

General Ed Req: none

A study of architecture which will compare structure as an architectural manifestation of high-end technology, beyond modernism, with structure as a manifestation in contemporary neo-classicism. Virtually every theoretic position influential in the evolution or architectural form in the post-modern period can be placed in a spectrum between the neoclassic and high-tech positions. Each is grounded separately with respect to its iconography, and the issues of structure and form, materials and palette, urbanism and scale, programmatic accommodation, and performance versus change. Despite easy recognition of works generated from either position, perceptions are often superficial and overlook deeper consideration of the generic principles which constitute the basis for them. It will be the objective of the course to explore differences (and similarities) in the values, principles and techniques associated with the opposing positions, and to examine the extent to which they are combined, conceptually and instrumentally, in the making of contemporary architecture. The issue of authenticity is expected to emerge and will be explored.

Class time: 20% lecture, 80% discussion

Workload: 40 pages of reading per week, research presentations, drawing/model project

Grade: 25% written reports/papers, 25% in-class presentations, 10% class participation, 40% project

ARCH 5281 ARCHITECTURE STUDIO I: FUNDAMENTALS OF SPACE AND FORM

(Last taught: W94) prereq 3311, 3412, arch maj, or #, 6 cr

Instructor: WEEKS S

General Ed Req: none

Required for Arch majors, must be an Arch major. 12 class hours per week are spent in design exercises, group discussion and presentations. 30+ hours are required outside class per week. Students must have sense of architecture and urban history, good drawing skills and confidence in presenting ideas to others for critical discussion. Introduction to elements of architecture, qualities of space, principles of design and systems of order found in everyday objects, experiences and forms of nature. Application of visual tools — models, drawings and graphics — and design principles to three-dimensional form and composition. Lecture, critique and small design problems.

Class time: 30% discussion, 70% design studio projects, exercises

Workload: 3-4 projects per quarter, 30+ hours outside class

Grade: 30% special projects, 30% in-class presentations, 10% class participation, 30% problem solving

ARCH 5950 TOPICS IN ARCHITECTURE

(Last taught: S93) prereq 3093, #, 0 cr

Instructor: TOLLEFSON L

General Ed Req: none

A lecture recitation Topics course that introduces the history, ecology, design and theory of North American Indian Architecture. The course includes the study of the culture, technology, environment, lifestyle, art and craft of North American Indians in relation to their settlements and architecture. Content of course: 1) Presentation of the history of the culture and architecture of the major North American Indian Nations. Emphasis will be placed on learning the differences based on regional and environmental influences. 2) Presentation of the environ-

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
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mental characteristics of the regions and how this affected the development of settlements and the architecture of the North American Indians. Content will include technology, energy, and environmental influences. 3) Introduction to the philosophy of design and theory of the architecture as derived from the unique culture origins. Legend, religion and mythology will be studied as they relate to the development of the architecture. Case studies will be examined and contrasted to examples of the theory of architecture from Western Europe.

Class time: 60% lecture, 30% discussion, 10% case study reviews
Workload: 40 pages of reading per week, 2 papers, 1 case study project
Grade: 60% written reports/papers, 30% special projects, 10% problem solving
Exam format: essay - papers

ARCH 5952 ARCHITECTURAL PROGRAMMING

(Last taught: W93) prereq 3093 or #, arch maj, 4 cr
Instructor: ROBINSON J
General Ed Req: none
Principles of programming explored through case study method. Guest lecturers discuss how principles are applied in architectural practice. Students develop program for a specific academic design problem: examination of precedents, site selection, function analysis and relationship diagrams, assumptions examination, form options, and design directives.
Class time: 50% lecture, 50% discussion, discussion includes critique
Workload: alot of work
Grade: 100% written reports/papers

ART HISTORY

ARTH 1002 INTRODUCTION TO THE HISTORY OF ART

(Last taught: W93) no prereq, 4 cr
Instructor: ASHER F
General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)
This course introduces the history of art through selected monuments from earliest times to the present day, covering both Western and non-Western cultures. Lectures are illustrated with slides and supplemented with examination of works of art at the Minneapolis Institute of Arts and architecture on campus.
Class time: 75% lecture, 25% discussion
Workload: 100 pages of reading per week, 2 exams, 1 paper, 2 short quizzes in sections
Grade: 25% mid-quarter exam(s), 35% final exam, 30% written reports/papers, 10% quizzes
Exam format: multiple choice and short essays

ARTH 1016 INTRODUCTION TO ASIAN ART

(Last taught: S93) no prereq, 4 cr
Instructor: ASHER F
General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)
The course is intended as an introduction to the history of art in Asia. Recognizing the considerable diversity of cultures that comprise Asia and the immense span of time for which a visual record is preserved, the course does not attempt to be a comprehensive survey of art in Asia. Rather, it focuses on select monuments and cultures so that it will be possible to probe in some depth issues relating to the monuments' meaning and the ways they reflect the culture that created them and were (or still are) used to help shape that culture. No prior knowledge of Asia or of art history is required for the course. There will be a midquarter and final exam, as well as a brief research paper. Weekly sections will be used for review of the lectures and for student discussion.

ARTH 3009 HISTORY OF MEDIEVAL ART

(Last taught: W94) no prereq, 4 cr
Instructor: STEYAERT J
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
The course surveys major representative works of medieval architecture, sculpture and painting in Europe from early Christian through Gothic (300-1400 A.D.). The material is presented in lectures illustrated by slides, supplemented by a study of originals in the Minne-

apolis Institute of Art. Textbook: H. W. Janson, "History of Art". Lectures emphasize: 1) analysis of important works in terms of salient characteristics of subject and style; 2) a discussion of their place in historical development conditioned by changing social function and attitude.

Class time: 100% lecture
Workload: 2 exams, 1 paper
Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers
Exam format: slide identification and discussion of works of art, essay

ARTH 3014 ART OF INDIA

(Last taught: W93) no prereq, 4 cr
Instructor: ASHER C
General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)
This course will cover the development of Indian architecture, painting and sculpture from the earliest surviving remains (ca. 3000 BC) through the 17th century. The first portion of the class will consider artistic developments in the pre-Islamic period, concentrating on the proto-historic cities of Harappa and Mohenjo-daro, the Buddhist reliquary structures (stupas) and rock-cut architecture produced for Buddhist monks by wealthy devotees as well as the increasingly elaborate temple tradition of Hindu India. In the study of the Hindu temple, special consideration will be given to the different regional styles that evolved. The subsequent portion of the course will be devoted to the development of Islamic art in the subcontinent and the tradition of both Hindu and Islamic painting. Commencing with the first Islamic structure in India, the attitudes of the new Muslim rulers over their indigenous Hindu subjects will be discussed. A change in these attitudes will be traced in the subsequent periods, especially in the art produced under the Mughal ruler, Akbar, the least orthodox of all Islamic kings. The meaning of the Taj Mahal, probably the most famous Islamic structure in the world, will be covered.

Class time: 98% lecture, 2% discussion
Workload: 10 pages of reading per week, 2 exams, 1 paper
Grade: 30% mid-quarter exam(s), 35% final exam, 35% written reports/papers
Exam format: essay - short

ARTH 3014 ART OF INDIA

(Last taught: F93) no prereq, 4 cr
Instructor: ASHER F
General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)
The course will introduce students to the art and culture of India through lectures illustrated by slides. Material that will be considered includes the remarkable cities of the Harappan culture (the earliest known urban developments in India), the establishment of Buddhism and early Buddhist art, the development of the Hindu temple, the great monuments of Islamic India including the Taj Mahal, and finally the place of India's art and architecture in an international culture of the twentieth century. No previous work on India or art history is expected. There will be midquarter exam and a final as well as a brief research paper.
Class time: 100% lecture
Workload: 30 pages of reading per week, 2 exams, 1 paper, study of illustrations, class attendance important
Grade: 30% mid-quarter exam(s), 35% final exam, 35% written reports/papers
Exam format: short essay

ARTH 3015 SURVEY OF ISLAMIC ART

(Last taught: W94) no prereq, 4 cr
Instructor: ASHER C
General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)
This course will focus on the history of art from the inception of Islam to the 17th century throughout the Islamic world from Spain to India concentrating on developments in the Middle East. Attention will be given to the development of architecture, the most significant of all the Islamic art forms, as well as to painting and the so-called minor arts, especially ceramics. Special consideration will be given to the cultural, political and religious milieu under which individual works and monuments were created. In addition, the role of the patron will be considered when discussing the history, symbolic function and appearance of any work of art. While the material will be approached geographically and chronologically, an attempt will be made through-

out the entire course to determine what features and themes unify the diverse artistic trends and styles produced throughout the Islamic world. Texts: John Hoag, 'Islamic Architecture'; Barbara Brend, 'Islamic Art'

Class time: lecture class, discussion in sections

Workload: 10 pages of reading per week, 2 exams, 1 paper, class attendance is important

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers, improvement is rewarded

Exam format: short essays

ARTH 3017 ISLAMIC CULTURE

(Last taught: F93) no prereq, 4 cr

Instructor: ASHER C

General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)

Despite the fact the the Islamic world has almost daily impact on the lives of Americans, there is probably no civilization or culture less well understood. Great monuments and paintings of the Muslim world extend from Spain, across north Africa, through the Middle East and India to China. Literature, too, comes from a geographical spread equally as wide. Even today, adherents of Islam form the majority population in countries comprising almost a quarter of the earth's land mass. Yet when American think of the Islamic world, too often the dominant image is that of Muslim militants, with little sensitivity to the great ideas and cultural expressions—art and literature—that form the foundation of Islam. This course seeks to put in perspective that cultural background to the modern Islamic world which is often said to be one of unity within diversity. We will commence by reading poetry from pre-Islamic Arabia, the Quran, and by examining the Dome of the Rock to understand the very basis of Islam. We will then read literature and examine artistic forms from a variety of periods and geographical areas in our attempt to understand unifying principles and themes throughout this diverse realm.

Class time: 75% lecture, 25% discussion

Workload: 15 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers, class participation will help tremendously

Exam format: short essay

ARTH 3035 MYTHOLOGY IN WESTERN ART

(Last taught: W93) §Clas 3035, 4 cr

Instructor: MCNALLY S

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

Myths combine concern for concrete physical characteristics with determination to surpass physical limitations. Art has embodied this combination in various ways. This course examines some of the ways in which Greek and Roman myths have appeared in art. The first half of the course looks at art from Antiquity, divided into Faint Beginnings of mythological representation in early Greece, the Age of Heroes and Monsters, the Shaping of Narrative; Changes of Mood; and Extended Meanings. The second half of the course considers attitudes to classical myth during the Middle Ages, the Renaissance, and more recent times. The overall organization is chronological in order to relate works to their societies. Recurring characters and themes are also stressed. In class, we look at slides of major works, analyzing their contents, and considering relating it to their functions. Attendance in class is very important. Outside class, students do a short exercise and then write a paper, both analyzing works in the Minneapolis Institute of Arts.

Class time: 80% lecture, 10% discussion

Workload: 10 pages of reading per week, 2 exams, 2 papers, emphasis is on looking at images in class and outside

Grade: 25% mid-quarter exam(s), 40% final exam, 25% written reports/papers, 10% special projects, approximate: improvement etc

also considered

Exam format: short essays, mainly analysis of works

ARTH 3942 SURVEY OF AMERICAN INDIAN ARTS

(Last taught: F93) §AmIn 3242, 4 cr

Instructor: LIBERTUS R

General Ed Req: (CLA: D WS CP) (CSOM: D) (IT: D) (CBS: D WS CP)

This course is designed to acquaint students with American Indian arts from pre-contact to contemporary times. It focuses on materials, techniques and traditions that underlie the art form in various tribal regions of the United States. Historically, it discusses the influences from within tribes, the influences on art exerted by other tribes and eventually European influence. I use 'Native Arts of North America' by Christian Fiest and selected readings from books on library reserve on specific subjects. I also use educational videos such as 'Maria Martinez -Potter of the Pueblos' and others. We make one class field trip to the Anthropology Department to visit the Mimbres pottery collection (a pre-contact pottery culture).

Class time: 60% lecture, 10% closed-circuit TV, 25% discussion, 5% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 1 special project - an art project

Grade: 25% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 20% special projects, 5% class participation

Exam format: multiple choice, short essay, one larger essay question

ARTH 5105 ROMAN PAINTING AND MOSAICS

(Last taught: W94) §Clas 5105; prereq jr or sr or #, 5 cr

Instructor: MCNALLY S

General Ed Req: none

Our knowledge of Roman painting comes primarily from the houses of Pompeii and other sites around the gulf of Naples. In this course we will concentrate on looking at these examples where we can often see specific works in their larger original context. The lectures will emphasize the issues such as: what questions do we ask about Roman painting, how well can we answer them, how do we try to obtain answers? Students will confront these issues by doing research in-depth on a single example.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, 1 paper

Grade: 10% mid-quarter exam(s), 40% final exam, 50% written reports/papers

Exam format: essay

ARTH 5234 GOTHIC SCULPTURE OF THE CATHEDRAL AGE

(Last taught: W94) prereq 3009 or grad student or #, 5 cr

Instructor: STEYAERT J

General Ed Req: none

An in-depth study of European Gothic sculpture 1150-1400, principally in France, Germany, and the Netherlandish area. Emphasis on the development of style and subject matter in function of a changing world view. Emphasis on individual research. Meetings with instructor on individual basis form an important part of the learning process, as do group visits to study works in the Minneapolis Institute of Arts.

Class time: 70% lecture, 30% individual meetings with instructor

Workload: 1 exam, 1 paper

Grade: 50% final exam, 50% written reports/papers

Exam format: slide identification and discussion, essays

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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ARTH 5546 AMERICAN ARCHITECTURE, FROM 1860-1914

(Last taught: S93) prereq sr or grad or #, 5 cr
Instructor: ARCHER J
General Ed Req: none

Focusing on the period from 1840 to 1914, the course approaches the history of American architecture from a variety of perspectives. We begin with a look at Native American architecture to establish some of the characteristics that distinguish it from European-influenced building during this period in order to throw each into sharper relief - and to explore some of our own presuppositions about the nature of architecture itself. The bulk of the course is devoted to what is ordinarily thought of as "American" architecture in this period, addressing the following major issues and problems: stylistic revivalism; rationalism, structure, and historicism (European theorists and American practitioners); city parks and suburban landscape; the cult of the architect as aesthetic mastermind; the rise of the skyscraper; transcendentalist fusion of architecture and nature; the Beaux-Arts and City Beautiful architecture of civic reform and imperial capitalism. Some of the major architects studied include Downing, Furness, Olmsted, Hunt, Richardson, McKim Mead and White, Sullivan, Burnham, and Wright.

Class time: 95% lecture, 5% discussion

Workload: 200 pages of reading per week, 2 exams, 2 papers, readings from 10-200

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

Exam format: short and medium length essay, some questions refer to the slides

ARTH 5711 JAPONISME: THE JAPANESE INFLUENCE ON WESTERN ART, 1854-1901

(Last taught: W93) prereq one 3xxx art history course or grad or #, 5 cr

Instructor: WEISBERG G
General Ed Req: none

The course examines the impact of Japanese art and culture on the West from the opening of Japan (1854) until WWI. Much of the course examines the earliest contacts with Japanese art including an assessment of the impact of Japanese prints on the early French Impressionists. The cultural diffusion of Japanese artifacts is traced through the World's Fairs (1867, 1878, 1889, 1900) and through the ways in which international art dealers, collectors and critics promoted the craze as an aspect of mesmerization by the middle class. Japonisme, as it was called, also affected the decorative arts and considerable attention focuses on the ceramics, glass, fabrics and objects of interior decoration that were influenced by the Far East. The course uses class lectures and discussion periods, assessment of appropriate texts of the period, and possible visits to local collections to demonstrate how Japonisme flourished in the West as an example of cultural assimilation and diffusion.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 60% final exam, 15% written reports/papers

Exam format: The exam stresses identification of visual images; comparative analysis and essays.

ARTH 5775 EARLY INDIAN ART

(Last taught: F92) prereq 4 cr art hist or #, 5 cr
Instructor: ASHER F

General Ed Req: (CLA: WS) (CBS: WS)

The course will introduce concepts of art in India from the time of the Harappan Culture, one of the world's great civilizations during the third millennium B.C., through developments of Buddhist art in the third century A.D. The material will be presented in lectures, illustrated with slides, readings, and class discussion. No prior study of Indian art is expected.

Class time: 90% lecture, 10% discussion

Workload: 35 pages of reading per week, 2 exams, 1 paper, study of illustrations

Grade: 30% mid-quarter exam(s), 35% final exam, 35% written reports/papers

Exam format: short essay

ARTH 5781 AGE OF EMPIRE: THE MUGHALS, OTTOMANS, SAFIVIDS

(Last taught: W93) no prereq, 4 cr
Instructor: ASHER C
General Ed Req: none

This course will investigate artistic developments under the three most powerful yet individually distinctive Islamic empires of the 16th and 17th centuries, the Ottomans of Turkey, the Safavids of Iran and the Mughals of India. Each dynasty's attitude toward religion, the role of the state and, as a result, individual freedom within the state, will be considered while evaluating the creation of cities, architecture, the patronage of painters and other artisans. A major goal will be to understand the nature of these states and their artistic production on a comparative basis, asking how similarities and differences can be explained. I do not expect that students have had any background in Islam or Islamic art. As long as students come to class and keep up with the readings, they should have no difficulty with the material.

Class time: 75% lecture, 25% discussion

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 38% final exam, 37% written reports/papers, improvements are highly rewarded

Exam format: essay both long and short

ARTH 5783 ART OF ISLAMIC INDIA

(Last taught: F93) no prereq, 4 cr
Instructor: ASHER C
General Ed Req: none

This course will explore the development of art and architecture in the Indian subcontinent during a period of Islamic domination into the colonial period. Included in our discussion will be the world famous Taj Mahal. This monument as well as others in its tradition can be considered as the ultimate representations of paradise on earth. Throughout the course we will consider what cultural and artistic changes occur when a ruling Muslim elite imposes itself on a majority non-Muslim population. The impact made will be studied not only on works created for the Muslim ruling class, but also on those made for the Hindu princely and military elite, many of whom played active administrative roles in successive Muslim regimes.

Class time: 75% lecture, 25% discussion

Workload: 15 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay, short essay

ARTH 5785 EASTERN ISLAMIC WORLD: IRAN TO INDIA

(Last taught: S93) no prereq, 4 cr
Instructor: ASHER C
General Ed Req: none

This course will explore the development of art and architecture in the Iranian dominated Eastern Islamic realm, that is, Iran, the former southern Soviet Union, Afghanistan and the Indian subcontinent from the inception of Islam to the present. Special emphasis will be given to the patron's predilections and concept of state in the development of painting and architecture in the periods studied. We will attempt to determine what cultural and artistic expressions are common to the larger Islamic world and which are unique to its Persian speaking eastern regions. Questions posed will ask what makes cultural development in these Islamic hinterlands unique. In pursuing this issue special consideration will be given to the impact of long-standing Iranian literary and cultural traditions upon broader Islamic and Muslim values. Much of this material will be presented in lectures arranged geographically and chronologically. In addition, discussion based on required readings will be an important component of the class. One major goal will be to determine to what extent indigenous Persian values and to what extent Muslim ones play in the creation of works. No requirements necessary nor prior knowledge of art history or Islam necessary.

Class time: 75% lecture, 25% discussion

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 37% final exam, 38% written reports/papers, improvement is highly rewarded

Exam format: essay, short or long

ARTS, STUDIO

ARTS 1301 SCULPTURE

(Last taught: W94) no prereq, 4 cr

Instructor: POTRATZ W

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is a course where you will be challenged to think creatively and imaginatively with a variety of materials, techniques, and processes. The course is designed to present you with a number of sculptural experiences which will hopefully expand your personal vision and increase both your technical and your aesthetic skills. Metal (sheets, rods, bars, and other manufactured and found forms) is the material which is the focus of the assignments. These assignments are intended to create situations in which you will study and explore: 1) materials and their characteristics; 2) how process relates to sculpture; 3) the relationship between material and idea. Required text: "The Sculptural Idea", J. J. Kelly, 3rd ed. 1990. Recommended Text: "Sculpture, Tools, Techniques, and Materials", 2nd ed. 1988. Lectures and demonstrations are given only on the scheduled dates and are not repeated. Discussion and critique of sculptural assignments is the primary way the work is evaluated. Supervised lab time is available to work on sculptural projects. Attendance at labs is strongly recommended in order to achieve grade "B" or higher. Attendance will be taken at lab. It is necessary to spend approximately 10 hours per week of work outside class.

Class time: 10% lecture, 10% discussion, 80% 15% demonstration, 65% studio

Workload: 1 exam, 1 paper, 1 short text

Grade: 10% written reports/papers, 5% quizzes, 10% class participation, 75% sculptural problems

ARTS 1520 PRINTMAKING: LITHOGRAPHY

(Last taught: W94) max 8 cr, 4 cr

Instructor: KREPPS J

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Introduces students to the creative potential of lithography as a visual form of expression. The interrelationship of process-image-idea are investigated through structured areas, yet representative of students' personal concerns. This course sensitizes artists to those qualities unique to the print and its expanding role in visual communications.

Class time: 40% lecture, 30% discussion, 40% laboratory

Workload: 1 exam, 1 paper, assigned readings relative to topic

Grade: 10% mid-quarter exam(s), 30% class participation, 60% comprehensive portfolio

Exam format: short answer: terms, history, safety, practical application. Midquarter portfolio.

ARTS 1602 ART AND COMPUTERS

(Last taught: W94) no prereq, 4 cr

Instructor: MORSE

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This workshop is designed to introduce the MacIntosh computer as an artmaking tool. Using various drawing, painting and image manipulation programs, students will explore ways in which computer imaging transforms the inquiries of twentieth century art.

Workload: 2 pages of reading per week, 1 exam, 1 paper, 6 hours of labtime/week (approx)

Exam format: short answer quiz

ARTS 1701 PHOTO MEDIUM

(Last taught: F93) no prereq, 4 cr

Instructor: ROSSL L

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course will introduce the student to black and white photography. Through the use of demonstrations, slide lectures, reading, group critiques and independent lab time the student creates a portfolio of prints. Basic 35 mm shooting, processing and developing is part of the course work. A great percentage of the students' time is spent in the lab, learning and refining techniques. The history of photography is an integral part of this class. Photographic genres are the context for the assignments.

Class time: 40% lecture, 20% discussion, 40% laboratory

Workload: 10 pages of reading per week, 1 exam, photographic projects

Grade: 20% mid-quarter exam(s), 40% special projects, 30% lab work, 10% class participation

Exam format: multiple choice, true/false, essay

ARTS 1811 CERAMICS: HANDBUILDING

(Last taught: W94) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is an introductory course which deals with conventional and historical methods of ceramic work revolving around the use of hand building methods. It is designed to provide an exciting creative experience to the beginning student. The emphasis for this course is two fold: 1) creative pursuits and 2) technical accomplishment. Students are asked to think creatively and to manifest those thoughts in the ceramic medium. The course is a "Hands on" experience which is punctuated with lecture, demonstrations, field trips and critiques.

Class time: 20% lecture, 20% discussion, 60% laboratory

Workload: 1 exam, 1 paper, work is in the creative process

Grade: 10% in-class presentations, 10% class participation, 80% problem solving

Exam format: multiple choice, essay

ARTS 3430 PAPER: PULP TO PLASTIC EXPRESSION

(Last taught: F93) max 12 cr; prereq 1401, 1xxx level studio arts, 4 cr

Instructor: KREPPS J

General Ed Req: none

This course explores the wide range of possibilities of handmade paper as a vehicle for creative expression. The inseparable aspects of hands-on process, thought and expression being shaped into any form. Students experiment with various plant fibers and explore approaches to formation - from the historical mould and deckle to innovative applications of pulp spraying and casting.

Class time: 50% lecture, 30% discussion, 20% laboratory, includes demonstration

Workload: 1 exam, assigned readings

Grade: 10% mid-quarter exam(s), 30% class participation, 60% comprehensive portfolio presentation

Exam format: short answer: history, terms, safety, practical applications

ARTS 3520 PRINTMAKING: LITHOGRAPHY

(Last taught: W94) max 12 cr; prereq 1401, 4 cr of 1520 or #, 4 cr

Instructor: KREPPS J

General Ed Req: none

This course enables students the opportunity to expand their thinking and creative application of the lithographic medium through advanced investigations. Utilizing various processes such as photomechanical, transfers and registration systems, flexible uses of the print are explored through color printing. Instruction is offered through lecture/demonstration and hands-on development in studio. Critique/discussion of works in progress and resolved artwork.

Workload: 5 pages of reading per week, 1 exam, 1 paper

Exam format: short answer: history, terms, practical applications and

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

shop safety

ARTS 5520 PRINTMAKING: LITHOGRAPHY

(Last taught: W94) max 16 cr; prereq 12 cr of 3520 or #, 4 cr

Instructor: KREPPS J

General Ed Req: none

The course encourages greater in-depth investigations into contemporary printmaking and image-making potential. Multiple matrix, photomechanical and interactive technologies are investigated through color printing. Self-concepted research. Course meets concurrently with 3520 which is also a prerequisite. Instruction is offered through lecture/demonstration and hands-on development of work in studio. Critique/discussion of works in-progress and resolved art work.

Class time: 40% lecture, 30% discussion, 30% laboratory

Workload: 5 pages of reading per week, 1 exam, 1 paper, specified readings

Grade: 10% mid-quarter exam(s), 30% class participation, 60% comprehensive portfolio of artwork

Exam format: short answer: history, terms, practical applications, personal and shop safety

ARTS 5590 ADVANCED ENTRY: PRINTMAKING

(Last taught: W94) max 16 cr; prereq #, Δ, 4 cr

Instructor: KREPPS J

General Ed Req: none

This course allows the students to investigate the flexibility of printmaking - drawing upon their maturity from other disciplines. Meets concurrently with content of offered course, yet enables great in-depth investigation.

Class time: 40% lecture, 30% discussion, 30% laboratory

Workload: 1 exam, 1 paper, portfolio - midquarter and final

Grade: 10% mid-quarter exam(s), 30% class participation, 60% portfolio of visual research

Exam format: short answer: history, terminology, safety, practical application

ARTS 5710 PHOTOGRAPHY

(Last taught: F93) max 16 cr; prereq 12 cr of 3710 or #, 4 cr

Instructor: ROSSI L

General Ed Req: none

This course is intended to allow the advanced student of photography an opportunity to explore an independent project of choice, in-depth. Through slide lectures, field trips, demonstrations and group critiques the student learns to articulate ideas visually and verbally. A research paper relating to the individual's project is expected in addition to this. Choice of project dependent upon faculty approach (i.e. student's time limitations, knowledge of materials, complexity of research). Individual and group critiques help meet project's goals.

Class time: 30% lecture, 50% discussion, 20% laboratory

Workload: 1 paper, 3 articles per quarter reading

Grade: 20% written reports/papers, 50% special projects, 20% in-class presentations, 10% class participation

Exam format: final portfolio (independent visual project)

ARTS 5810 ADVANCED CERAMICS

(Last taught: W94) max 16 cr; prereq 12 cr of 3810 or #, 4 cr

Instructor: HOARD C

General Ed Req: none

This course is individually designed by and for the student. Advanced art classes emphasize the individuals desire to pursue unique goals that are self imposed. The course format is predominantly Lab/Studio orientated. Lectures, slide lectures and field trips are conducted on an ongoing basis. Contemporary art discourse is ongoing with regard to critical issues and historical impact.

Class time: 20% lecture, 20% discussion, 55% laboratory, 5% field trips

Workload: emphasis is on creative thought and production

Grade: 5% class participation, 80% problem solving, 15% personal growth in creative process

ASTRONOMY

AST 1011 DESCRIPTIVE ASTRONOMY

(Last taught: S93) no prereq, 4 cr

Instructor: JONES T J

General Ed Req: (CLA: B) (CSOM: B)

This course explores the Universe around us, from the planet Earth out to the edge of the Universe, from the Big Bang to distant future, and from the single atom to the realm of galaxies. The primary goal of this course is to bring to the student a flavor for what modern science is like, the principles we use to explore the natural world, and the physical forces and process that take place in the Universe. We study the planets and the solar system, the birth and death of stars, and the formation and evolution of the Universe. At each step, we discuss the techniques astronomers use to study the heavens and emphasize the activity and change that is taking place among the stars and galaxies. The course is organized around three lectures per week and one weekly active learning session. In the active learning session students work in groups of four on projects that stimulate the scientific thinking process and further illuminate the lecture and text material. Although the course is largely non-mathematical, students should be comfortable with junior high school level math. No prior background in physics or chemistry is necessary.

Class time: 75% lecture, 25% active learning sessions weekly

Workload: 20 pages of reading per week, 3 exams, often weekly homework

Grade: 50% mid-quarter exam(s), 25% final exam, 25% special projects

Exam format: multiple choice, short answer, diagrams

AST 1011 DESCRIPTIVE ASTRONOMY

(Last taught: W94) no prereq, 4 cr

Instructor: KUHL L

General Ed Req: (CLA: B) (CSOM: B)

This course is designed to give non-science majors a view of the solar system the Milky Way and the universe as currently understood by astronomers. This entails learning about the physical laws that govern the universe and its evolution (as well as of everything in it) and acquiring an appreciation for the way in which astronomers obtain this knowledge i.e. the scientific method and the instrumentation of astronomy. The class includes active learning sessions (1 hr/wk) designed to enhance the student's understanding of key topics by participation in small groups undertaking specific exercises. Text: 7th edition, "The Evolving Universe" by Zeilik.

Class time: 75% lecture, 25% active learning sessions (ALS)

Workload: 50 pages of reading per week, 3 exams, 9 ALS writeups and homework

Grade: 30% mid-quarter exam(s), 40% final exam, 30% ALS

Exam format: mostly multiple choice and some essay questions

AST 1011 DESCRIPTIVE ASTRONOMY

(Last taught: S93) no prereq, 4 cr

Instructor: ODEWAHN S

General Ed Req: (CLA: B) (CSOM: B)

A general introductory survey of modern astronomy. Straight forward, qualitative descriptions of the physical processes used to study the origin and fate of the Universe are presented. No mathematical problem solving will be required. Required text: "The Evolving Universe" by M. Zeilik.

Class time: 100% lecture

Workload: 30 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam, note: 2 mid-quarter exams at 25% each

Exam format: multiple choice

AST 1011 DESCRIPTIVE ASTRONOMY

(Last taught: F93) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B) (CSOM: B)

This is an introductory course in descriptive astronomy for the non-science major. Central to the course is discussion of the techniques used by the physical sciences to explore and understand the natural world. Specific topics include the Earth as a planet, the solar system, the stars, the Milky Way galaxy, the realm of galaxies and the origin of the Universe. Emphasis is placed on understanding the underlying physical laws and processes that govern the Universe, rather than memorizing names and facts. Lectures by a faculty member are four credit hours a week. Course evaluation is based primarily on exams, and depending on the instructor, there may be an observational project due at the end of the term. No previous course work in physics, astronomy, or other sciences is required. Some mathematics, at the level of high school algebra, is occasionally used in the course. For

laboratory credit, a separate 1 credit course, AST 1015 is offered.
Class time: 90% lecture, 10% discussion
Workload: 30 pages of reading per week, 3 exams, 1 observational project
Grade: 50% mid-quarter exam(s), 40% final exam, 10% observational project
Exam format: multiple choice

AST 1015 DESCRIPTIVE ASTRONOMY LABORATORIES

(Last taught: W94) §1025H; prereq high school algebra...high school trigonometry rec, 1 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

An introductory laboratory course which follows roughly the material taught in the introductory lecture course AST 1011. May be taken simultaneously with AST 1011. Will be difficult without this course unless student has a broad knowledge of astronomy. Uses math on the high school level (first year algebra, geometry and trigonometry), but no calculus. Class is primarily for non-science majors; students in CLA, CBS, and other colleges take it, and many get A's. For IT students we have a more challenging introductory lab course, AST 1025 generally taught in the Fall. Examples of experiments worked in class: lenses and telescope optics, atomic spectra, binary star orbits, expansion of the universe. The pedagogical goal of this course is to give students some hands-on experience with the tools and techniques of astronomical measurement. We want students to gain self-confidence with scientific reasoning and calculations. Class takes alot of time for a one credit class, typically 2-4 hours per week plus the 2 hour class meeting each week for experiments, but most students enjoy the course, and they are glad to have taken it. It satisfies the current lab science requirement for most colleges.

Workload: lab writeup (2 pgs) due after each experiment; study lab manual; observational project

Exam format: no exams

AST 1019 OUR CHANGING PLANET

(Last taught: S93) §EEB 1019, Geo 1019, 4 cr

Instructor: RUDNICK L

General Ed Req: (CLA: B) (CSOM: B)

This is an interdisciplinary course for non-science as well as science majors who are interested in a better understanding of the complex network of Earth systems that make it possible for life to survive, and the possibility of upset to these systems by natural and especially human perturbations. The course is team-taught by six award-winning faculty from Astronomy, Ecology, Evolution and Behavior, Education, and Geology. There are three lectures per week, plus a two-hour "active learning session" where students work in cooperative learning groups on interesting exercises designed to reinforce the course themes. Professors are present throughout the course, not just during their own lectures, and a "ringmaster" provides integration among the disciplines. Specially-trained graduate students coordinate the active learning sessions with faculty assistance. The unique approach of this course means that appropriate textbooks have not yet evolved. We will be using the preliminary version of a text called "Our Changing Planet - Earth System Science and Global Environmental Change), by J. and T. Mackenzie.

Class time: 50% lecture, 10% discussion, 40% active learning sessions

Workload: 30 pages of reading per week, 3 exams, homework, 1-2 hours/week

Grade: 20% mid-quarter exam(s), 30% final exam, 5% class participation, 15% problem solving, 30% group work in active learning sessions; homework assignments tentative

Exam format: short and long answer questions, some notes allowed

AST 1201 TOPICS IN MODERN ASTROPHYSICS

(Last taught: W94) prereq 1011 or 1021 or equiv, 4 cr

Instructor: HUMPHREYS R M

General Ed Req: (CSOM: B)

This class is a topical discussion based course for students who would like to learn more about current research in astronomy without a large investment in physics and mathematics. The topics to be covered this year are: 1) asteroids, comets and impacts; 2) end points of stellar evolution: supernovae, neutron stars, pulsars and black holes; 3) early universe: big bang and cosmology.

Workload: 5 exams, 1 paper

Exam format: short answer/essay

AST 5421 HIGH ENERGY ASTROPHYSICS

(Last taught: W94) prereq 3051, Phys 5024, 5101 or #, 4 cr

Instructor: JONES T W

General Ed Req: (CSOM: B)

This course is a survey of phenomena in astrophysics associated with the generation of high energy particles and photons. Since these phenomena are mostly related to massive compact objects like neutron stars, white dwarfs and black holes, the course centers around the nature and formation of these remarkable objects. Some basics of the structure and evolution of stars, including supernovae are introduced, as well as some general relatively necessary to understand the phenomena under discussion. Both observed properties and underlying theory are discussed for such phenomena as x-ray and 8-ray stars, pulsars, novae, supernovae and active galaxies, including quasars. Some knowledge of astronomical phenomena and methods is useful but not essential.

Workload: 20 pages of reading per week, 1 exam, 1 paper

Exam format: problems and essay

BIOCHEMISTRY

BIOC 3021 BIOCHEMISTRY

(Last taught: F93) §Biol 5001; prereq Biol 1009, 8 cr organic chem, 4 cr

Instructor: ANDERSON J!! Stanley Dagley Distinguished Teacher!!

General Ed Req: (CSOM: B)

This is a one quarter survey of the fundamentals of biochemistry. Lectures consider 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 the student to comprehend the composition of living cells and their physiological processes at the molecular level. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires a lot of study effort on the part of the student. Studying should be done regularly throughout the term. Students who plan to major in biochemistry should enroll in the alternate three quarter series of courses, 5331, 5332 and 5333. Text: "Biochemistry" 3rd edition, by Lubert Stryer, W. A. Freeman and Company, 1988.

Class time: 100% lecture, complex diagrams from text will be projected on screen to facilitate presentation

Workload: 70 pages of reading per week, 3 exams

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: short essays, problem solving, short answer, multiple choice, and writing complex chemical structure and metabolic pathways

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

BIOC 3021 BIOCHEMISTRY

(Last taught: W94) §Biol 5001; prereq Biol 1009, 8 cr organic chem, 4 cr

Instructor: WOODWARD C !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

Text: "Biochemistry" by I. Stryer, 3rd edition. The course is part of the core curriculum required for graduation with a Biology major in the College of Biological Sciences. An introduction to the fundamentals of biochemistry is presented, including the structure and function of proteins, nucleic acids, lipids and carbohydrates; metabolism and regulation of metabolism; quantitative treatments of chemical equilibria, enzyme catalysis, and bioenergetics; and the chemical basis of genetic information flow. The primary goal of the course is to place biochemical fundamentals within a coherent biological context. Students will learn to interpret the biochemical vocabulary, to recognize fundamental processes common to diverse biological systems, and to apply biochemical concepts in solving problems.

Class time: 100% lecture

Workload: 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice, brief answer, true/false

BIOC 3031 SURVEY OF BIOCHEMISTRY

(Last taught: F92) prereq 2 qtrs organic chem or 3001, 4 cr

Instructor: ANDERSON

General Ed Req: (CSOM: B*)

BioC 3031 is a survey of the fundamentals of biochemistry. It is heavily based on organic chemistry so the prerequisite is either two quarters of organic chemistry or BioC 3001. Lectures consider 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 the student to comprehend the composition of living cells and their physiological processes at the molecular level. This course requires substantial study effort on the part of the student. Studying should be done regularly throughout the term. Textbook: Biochemistry, 3rd Edition, by Frank B. Armstrong, Oxford University Press, 1989.

Class time: 100% lecture

Workload: 50 pages of reading per week, 4 exams

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: combination of essays, problem solving, short answer, multiple choice and writing complex chemical structures and metabolic pathways.

BIOC 3031 SURVEY OF BIOCHEMISTRY

(Last taught: S93) prereq 2 qtrs organic chem or 3001, 4 cr

Instructor: ANDERSON J!!Stanley Dagley Distinguished Teacher!!

General Ed Req: (CSOM: B*)

This course is an elementary level survey of biochemistry. This course is intended for undergraduates enrolled in programs outside the College of Biological Sciences who need a general survey of biochemistry but who do not require the more rigorous coverage of the subject that is provided by an alternative course (Biol 5001). Lectures consider 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 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.

Class time: 100% lecture

Workload: 50 pages of reading per week, 4 exams

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: short answer, multiple choice, essay, problems, structures and definitions

BIOC 3960 RESEARCH TOPICS IN BIOCHEMISTRY

(Last taught: S93) no prereq, 1 cr

Instructor: ANDERSON J!!Stanley Dagley Distinguished Teacher!!

General Ed Req: (CSOM: B)

A different faculty member of the Department of Biochemistry will

meet with the class each week to describe his/her research interests. To facilitate class discussion a published paper will be distributed to the class one week in advance so that students can begin to familiarize themselves with the general area of research as well as some of the methods employed. Students are encouraged to discuss the interpretation of data, the suitability of methods employed, and the implications of the results as well as inquire about future directions of the research project.

Class time: 80% lecture, 20% discussion

Workload: 10 pages of reading per week

Grade: 100% class participation

BIOC 3960 RESEARCH TOPICS IN BIOCHEMISTRY

(Last taught: W94) no prereq, 1 cr

Instructor: BERNLOHR D

General Ed Req: (CSOM: B)

This course uses a lecture/discussion format that presents the research topics of the faculty of the Department of Biochemistry to the undergraduate. Students attend presentations by each of the faculty and write a synopsis of two selected research projects. Synopses are evaluated in terms of organization and content. The purpose of this course is three-fold. Firstly, to introduce undergraduate students to the faculty within the department. Secondly, to facilitate the matching of faculty to students who are interested in developing undergraduate research projects. Thirdly, to give the undergraduate student more experience in writing about biochemistry in a fashion used by scientists.

Workload: 2 short (2 pgs) synopses of faculty presentation

BIOC 3960 RESEARCH TOPICS IN BIOCHEMISTRY

(Last taught: F92) no prereq, 1 cr

Instructor: LOVRIEN R

General Ed Req: (CSOM: B)

Lectures and discussions on current research in the department. This course is intended for undergraduate majors in biochemistry. Each week a different faculty member of the Dept. of Biochemistry (or occasionally a guest lecturer) describes aspects of his or her research program. These presentations build on the student's prior knowledge of biochemistry (Biol 5001). In each lecture a specific research goal is posed after which experiments are described which lead toward the achievement of the goal. In the case of research already completed, experimental results are analyzed with respect to the original hypothesis and future aspects of the project are discussed in light of current knowledge. Students are encouraged to interact with the speakers by entering into discussion about the goals of the project, the methodology being used, and/or the interpretation of the results obtained. These presentations provide an opportunity for undergraduate biochemistry majors to familiarize themselves with the research interests of the faculty of the department. Some students use information gained from this series of presentations to select a faculty member with whom to arrange an undergraduate research project.

Class time: 80% lecture, 20% discussion

Workload: 10 pages of reading per week, papers required of those who fail to attend lectures

Grade: grading is S-N only

BIOC 5002 BIOCHEMISTRY TOPICS

(Last taught: S93) prereq Biol 5001 or 3031 with grade of B or better, 3 cr

Instructor: WACKETT L

General Ed Req: (CSOM: B)

Biochemistry topics covers metabolic logic, amino acid metabolism, enzyme co-factors and mechanisms, purine and pyrimidine metabolism, DNA structure and function, and topics in transcription and translation.

Class time: 90% lecture, 10% discussion and visits to biochemistry facilities

Workload: 30 pages of reading per week

Grade: 25% mid-quarter exam(s), 25% final exam, 25% written reports/papers, 25% problem solving

BIOC 5025 LABORATORY IN BIOCHEMISTRY

(Last taught: S93) prereq 3021 or 5331 or Biol 5001, 2 cr

Instructor: LOVRIEN R

General Ed Req: (CSOM: B)

This course teaches basic and intermediate laboratory techniques in

conjunction with experiments involving low M.W. (amino acids, lipid, carbohydrate) biochemical behavior, and high M.W. enzyme and protein reactions: spectrophotometry, gel electrophoresis, catalysis, chromatography, derivatization and purification of compounds. Lysozyme unfolding-refolding, analysis of iron in hemoglobin, respiration, oxidation-reduction, several other kinds of experiments are carried out, nine or ten during the quarter. A 2 page report is asked for each. The lectures aim at describing the techniques, how to calculate and plot data, emphasize biochemical analysis, and how to design experiments. There are about fourteen 6-page handouts, one for each experiment and one for each sort of calculations required. Five 20-minute quizzes, a 30-minute final, all open book, are asked. Supplemental texts: Robyt and White; Montgomery and Swenson.

Class time: 20% lecture, 80% laboratory

Workload: 4 pages of reading per week, 6 exams, 9 papers

Grade: 20% final exam, 30% written reports/papers, 50% lab work

Exam format: open book, work 2 problems out of the 4 given, 20 minutes; final: 3,3,30 minutes

BIOC 5301 ECOLOGICAL BIOCHEMISTRY

(Last taught: W94) prereq Biol 5001 or grade of B or better in 3031 or #, 3 cr

Instructor: WACKETT L

General Ed Req: (CSOM: B)

Biological systems live and evolve in a complex web of interaction with other organisms and the abiotic environment. This course is designed to delve into these complex interactions at a biochemical level. Some of the important molecular structures mediating biological interactions will be discussed. Their importance will be illustrated with specific examples of microbe:microbe, microbe:plant, insect:plant, and animal:plant interactions. Gene transfer in the environment will be covered with particular focus on the fate of recombinant/transgenic organisms in the environment. Biological responses to environmental stresses will be discussed. The biological effects and fate of environmental toxins will be an important topic to be covered.

Workload: 60 pages of reading per week, 2 exams, 5 problem sets - open book, take-home, graded

Exam format: essay and problems

BIOC 5525 PHYSICAL BIOCHEMISTRY: SOLUTION STRUCTURE AND INTERACTIONS OF BIOLOGICAL MACROMOLECULES

(Last taught: F92) §MdBc 5525, Chem 5525; prereq 2 qtrs physical chemistry, Biol 5001 or equiv, 4 cr

Instructor: BLOOMFIELD V

General Ed Req: (CSOM: B)

This course builds on a physical chemistry prereq, and some knowledge of protein and nucleic acid biochemistry, to teach certain aspects of the physical chemistry of biological macromolecules. The main topics covered are -thermodynamics: polymer solutions, binding, calorimetry, allosteric regulatory mechanisms -kinetics of enzyme reactions and protein polymerization -intermolecular forces stabilizing biopolymer structure -polyelectrolyte behavior of nucleic acids -conformational transitions in proteins and DNA -hydrodynamics as a way to characterize biopolymer structure -light scattering, diffraction, and crystallography of biopolymers. Text: Van Holde's 'Physical Biochemistry', others from Cantor and Schimmel's 'Biophysical Chemistry', lecture notes, jnl literature. Taken mainly by graduate students from Biochemistry, Chemistry, Chem. Eng., Physiology, and Medicinal Chemistry. However, at level that can be handled successfully by an adv. undergrad who has taken physical chem & gen. biology.

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams, 5 problem sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

BIOC 5528 PHYSICAL BIOCHEMISTRY: ENZYME KINETICS

(Last taught: W94) §MdBc 5528, Chem 5528; prereq 2 qtrs physical chem, 5002 or BioC/MdBc 5751 or equiv desirable, 4 cr

Instructor: LIPSCOMB J

General Ed Req: (CSOM: B)

This course deals with the theory and application of steady state and transient kinetic techniques to biological problems. However, many of the techniques discussed apply to any rate process such as those commonly encountered in chemical and engineering problems. Methods for the development of the mathematical formulations used to analyze kinetic data are described. Also, methods to use linear and nonlinear regression and numerical integration to fit experimental data using kinetic equations are developed. Considerable emphasis is placed on the proper design of experiments to allow the extraction of rate data. Also, the use of rate data to explore chemical mechanisms inherent in the function of biological molecules is explored. It is the goal of this course to allow the student to apply kinetic techniques to diverse problems in the research laboratory. This course is taught at a graduate level and is generally taken by grad students in biochemistry, chemistry, engineering, cell biology, pharmacology and related fields. No formal text book is used. Books are placed on reserve at campus libraries, the literature is used extensively, and summary material is distributed at each lecture. Problem set are given to the students to develop

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 6 problem sets

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: problems to be solved or discussions

BIOC 5529 PROTEIN STRUCTURE AND FOLDING

(Last taught: S93) §MdBc 5529, Chem 5529; prereq Biol 5001 or equiv, 1 qtr phys chem or #, 4 cr

Instructor: WOODWARD C !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

The course focuses on principles regulating the conformation and function of proteins. The aim is to provide students with the fundamental information necessary to understand macromolecular structure and to be able to use this information in protein design. The early section of the course deals with the principles of x-ray crystallography and the use of the resultant atomic coordinates. Next the use of stereodiagrams to view complex structure includes practice sessions and problem solving. The principles of homology and protein families at different levels of organization are analyzed. The last section of the course includes a description of thermodynamic aspects of protein conformation, NMR methods and principles affecting protein dynamics.

Class time: 95% lecture, 5% computer graphics

Workload: 100 pages of reading per week

Grade: 40% mid-quarter exam(s), 40% final exam, 10% problem solving, 10% labs-computer graphics

Exam format: essay

BIOC 5744 ANALYTICAL BIOCHEMISTRY

(Last taught: W94) prereq previous lab work in analytical, organic chemistry, #, 4 cr

Instructor: LOVRIEN R

General Ed Req: (CSOM: B)

The main point is to teach techniques which, using the simpler tools

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 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

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available in most laboratories, equip one to do fairly well aimed experiments, also think about, research problems requiring enzymology, protein technology, analytical techniques. Spectrophotometry, fluorimetry, viscometry, chromatography, gel electrophoresis, biocalorimetry, and several general chemical aspects of biochemistry such as crystallization and synthesis of one or two compounds is taught. There are two sets of numerical problems, one of which pertain to H⁺ equilibria, the other to biochemical analysis. About two full afternoons per week for one quarter is required, some of which are discussions of various practical research problems; how to attack them. There is no particular textbook, but "Methods in Enzymology", several books on research in the biochemistry library such as Scopes (author) and Beutcher (author) are very good sources.

Workload: 6 exams, 1 paper

Exam format: four problems, choose two (20 minutes)

BIOLOGY

BIOL 1008 INTRODUCTORY BIOLOGY: AN EVOLUTIONARY APPROACH

(Last taught: W93) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CSOM: B)

Text: N. Campbell, "Biology", 2nd ed.; recitation reading packet of selected articles. This course introduces students to aspects of biology primarily at the levels of individuals, populations, communities and ecosystems. The central underlying theme is evolution by natural selection. Some molecular and cellular processes (e.g., the nature and transmission of the hereditary material) are explored in enough detail to clarify and support this theme. Course topics also include species formation; behavioral, community and population ecology; conservation biology; and an overview of the origin and evolutionary history of life, including the evolution of humans.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 3 exams, 1 paper

Grade: 34% mid-quarter exam(s), 34% final exam, 9% written reports/papers, 23% quizzes

Exam format: lecture exams (midquarters and final) are multiple choice; recitation quizzes are short answer

BIOL 1009 GENERAL BIOLOGY

(Last taught: W94) no prereq, 5 cr

Instructor: ANDERSON J!!**Stanley Dagle Distinguished Teacher!!**

General Ed Req: (CLA: B*) (CSOM: B*)

An introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 3rd edition, 1993 and "Introduction to Biology: Laboratory Exercises", R. P. Peifer, 5th edition, 1990. The laboratory manual is available from the Beckwith Copy Center on Washington Ave. Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful.

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Exam format: quizzes: short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009 GENERAL BIOLOGY

(Last taught: W94) no prereq, 5 cr

Instructor: FUCHS J

General Ed Req: (CLA: B*) (CSOM: B*)

Introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Lab.

Class time: 60% lecture, 40% laboratory

Workload: 50 pages of reading per week, 2 exams, 5 quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: lab quizzes: short answer; lecture exam: multiple choice

BIOL 1009 GENERAL BIOLOGY

(Last taught: S93) no prereq, 5 cr

Instructor: GOLDSTEIN S

General Ed Req: (CLA: B*) (CSOM: B*)

Introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 2nd ed. (1990) and "Introduction to

Biology: Laboratory Exercises", R. P. Peifer, 5th ed. (1990). The laboratory manual is available from the Beckwith Copy Center on Washington Ave. Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful.

Class time: 45% lecture, 55% laboratory

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quizzes - short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009 GENERAL BIOLOGY

(Last taught: S93) no prereq, 5 cr

Instructor: SIEMS D

General Ed Req: (CLA: B*) (CSOM: B*)

Introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 2nd ed. 1990 and "Introduction to Biology: Laboratory Exercises", R. P. Peifer, 5th ed. 1990. The laboratory manual is available from the Beckwith Copy Center on Washington Avenue. Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful. Careful reading of assigned materials is essential.

Class time: 40% lecture, 5% discussion, 55% laboratory

Workload: 50 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: lab quizzes: short answer, essay, problem solving; midquarter/final: multiple choice

BIOL 1009 GENERAL BIOLOGY

(Last taught: W93) no prereq, 5 cr

Instructor: SOULEN T!!**Morse Alumni Teaching Award Winner!!**

General Ed Req: (CLA: B*) (CSOM: B*)

Introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 2nd ed. (1990) and "Introduction to Biology: Laboratory Exercises", R. P. Peifer, 5th ed. (1990). The laboratory manual is available from the Beckwith Copy Center on Washington Ave. Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful.

Class time: 45% lecture, 55% laboratory

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quizzes - short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009 GENERAL BIOLOGY

(Last taught: F93) no prereq, 5 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

Introduction to the principles of biology. The cell, metabolism, heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 2nd ed. (1990), "Lectures in Biology", M. Simmons et al., 2nd ed. (1991-92), "Introduction to Biology: Laboratory Exercises", R. W. Peifer, 5th ed. (1990). The "Lectures in Biology" and laboratory manual are available from the Beckwith Copy Center on Washington Ave. All students are responsible for reading and complying with the information and instructions contained in the General Information section (pp iii-v) of "Lectures in Biology". Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful.

Class time: 60% lecture, 40% laboratory

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quizzes - short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009H GENERAL BIOLOGY

(Last taught: W94) prereq honors division or 3-4 yrs high school math, high school chem or Δ, 5 cr

Instructor: ANDERSON J!!**Stanley Dagle Distinguished Teacher!!**

General Ed Req: (CLA: B*) (CSOM: B)

An introduction to the principles of biology. The cell, metabolism,

heredity, reproduction, ecology, and evolution. Includes laboratory. Texts are "Biology", Campbell, 3rd edition, 1993 and "Introduction to Biology: Laboratory Exercises", R. P. Peifer, 5th edition, 1990. The laboratory manual is available from the Beckwith Copy Center on Washington Ave. Tutorial aid is available in P-176 Kolthoff during certain hours each day. Many students consider this a challenging course. High school chemistry is helpful.

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes, special lab assignments

Exam format: quizzes: short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009H GENERAL BIOLOGY

(Last taught: S93) prereq honors division or 3-4 yrs high school math, high school chem or Δ, 5 cr

Instructor: GOLDSTEIN S

General Ed Req: (CLA: B*) (CSOM: B)

For description, see 1009. Intended especially for honors students or others with the requisite background who plan to major in a life science discipline. The Honors section has special lab assignments.

Class time: 45% lecture, 55% laboratory

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quizzes - short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1009H GENERAL BIOLOGY

(Last taught: W93) prereq honors division or 3-4 yrs high school math, high school chem or Δ, 5 cr

Instructor: SOULEN T!!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: B*) (CSOM: B)

For description, see 1009. Intended especially for honors students or others with the requisite background who plan to major in a life science discipline. The Honors section has special lab assignments.

Class time: 45% lecture, 55% laboratory

Workload: 60 pages of reading per week, 2 exams, 5 lab quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quizzes - short answer, essay, problem solving; mid-quarter and final are multiple choice

BIOL 1101 HEREDITY AND HUMAN SOCIETY

(Last taught: W94) §GCB 3002, no cr if taken after 5003 or GCB 3022, 4 cr

Instructor: FAN D

General Ed Req: (CLA: B) (CSOM: B)

This course is an introduction to genetics for the non-science major. The emphasis is on human genetics with socially relevant examples used whenever possible. Genes and their expression into proteins are explained through the example of the disease of sickle cell anemia. Viruses and immunogenetics are examined through the example of the AIDS virus. Chromosomes, their transmission from cell to cell, and inheritance patterns include the discussion of colorblindness. Quantitative traits are studied using IQ as the example. Evolution and the roles of mutations and selection are examined through sickle cell anemia and hemophilia.

Class time: 75% lecture, 25% discussion

Workload: 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice

BIOL 1103 GENERAL BOTANY

(Last taught: W94) §3012; prereq 1009, 5 cr

Instructor: KOUKKARI W

General Ed Req: (CLA: B*) (CSOM: B*)

An introduction to the study of plants, with an emphasis upon structure, growth, development, reproduction and diversity.

Class time: 45% lecture, 10% discussion, 45% laboratory

Workload: 30 pages of reading per week, 3 exams, 5 papers, 7 quizzes

Grade: 48% mid-quarter exam(s), 20% written reports/papers, 32% quizzes, will be either 2 or 3 major exams; may be from 1 to 5 papers

Exam format: true/false

BIOL 1106 GENERAL ZOOLOGY

(Last taught: W94) §1806; prereq 1009, 5 cr

Instructor: SCHMID W

General Ed Req: (CLA: B*) (CSOM: B*)

Course is a phylogenetic survey of major animal groups. Discussion of common features of animals as well as diversity are included. Laboratory work requires dissection of some representative animal types, but the emphasis is on mammalian anatomy (fetal pig). Text: "Biology of Animals" 6th edition, Hickman/Roberts/Hickman.

Class time: 50% lecture, 50% laboratory

Workload: 2 exams, lab quizzes and practical exam

Grade: 40% mid-quarter exam(s), 100% final exam, 85% quizzes, 5% lab work, 50% in points; lab practical examination

BIOL 1202 MOLECULAR AND CELLULAR PERSPECTIVES

(Last taught: W94) §1009; prereq 1201, 1 qtr college chem, 5 cr

Instructor: GLEASON F

General Ed Req: (CLA: B*) (CSOM: B)

How do living cells work? How do they make new copies of themselves? How do genes work? How do cells interact? This new introductory course is designed to answer these questions and more. Course topics will include chemical composition of cells, metabolism, transport, reproduction, molecular genetics, and general principles of development. The intent is to include perspectives on these topics, rather than deal with them in a comprehensive fashion, and to help students understand the cell and its processes through both lecture and carefully selected laboratory experiences. This course is designed to actively involve students in discussion.

Class time: 40% lecture, 10% discussion, 50% laboratory

Workload: 50 pages of reading per week, 2 exams, 10 lab reports, 2-3 pages, 1 oral report

Grade: 20% mid-quarter exam(s), 30% final exam, 50% lab work

Exam format: short answer questions, one work to 2 sentences

BIOL 1301 HUMAN REPRODUCTION AND DEVELOPMENT

(Last taught: W94) prereq 1009 or equiv, 4 cr

Instructor: MCKINNELL R

General Ed Req: (CLA: B) (CSOM: B)

This course is designed to introduce students to human embryology. The instructor believes that art historians, economists, and engineers are culturally deprived if they have no notion of how they develop. In this series of lectures, we consider the formation of gametes (sperm and ova), their union (fertilization), and subsequent development. The placenta and fetal membranes are considered. So too is birth. A world-wide problem of development is the inability of some couples to become pregnant. The use of in vitro fertilization procedures will be discussed. Contemporary experimental embryology will be considered. Birth abnormalities are easier to understand if considered with normal development; thus, both normal and abnormal development are included in this course. Reproductive anatomy as it concerns fertilization will be discussed. The textbook for the course is: Moore and Persaud: "The Developing Human", 5th edition, 1993.

Workload: 40 pages of reading per week, 3 exams

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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BIOL 1951 BIOLOGY COLLOQUIUM

(Last taught: F93) no prereq, 1 cr

Instructor: UNDERHILL J

General Ed Req: (CSOM: B)

Offered Mondays or Tuesdays in Minneapolis, and Wednesday in St Paul. Most students begin the Colloquium series in fall quarter and continue through spring, although one can begin the Colloquium any quarter. During Winter and Spring quarters the Colloquium course may be taken for two credits if the student is working on an independent project. Projects are optional but encouraged. They may be started after a student has been enrolled in the Colloquium for at least one quarter. Requirements: 1) attend large group seminars; 2) participate in your small group activities and offer ideas and suggestions to your student leader. If you must miss a small group session, let your student leader know in advance; 3) keep a journal that will be reviewed by your student leader twice during the quarter. Each student leader has their own requirement regarding journal content; 4) for those planning to do an independent project, make sure you have spoken to a project coordinator and fully understand what is required of you.

BIOL 1952 BIOLOGY COLLOQUIUM

(Last taught: W94) no prereq, 1-2 cr

Instructor: STAFF

General Ed Req: (CSOM: B)

This is a unique class, organized and run by students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. Offered each quarter, the class gives students the chance to interact with biology faculty and students with similar interests. The colloquium offers both large group seminars, featuring prominent scientists discussing their research programs, and small group tours to research facilities on and off campus, such as the Raptor Rehabilitation Center, the Mayo Clinic, or behind-the-scenes at the Minnesota Zoo. In addition, students are encouraged to begin exploring their own interests through participation in a research project. The colloquium student leaders will help you find the project that fits your interests and allows you to earn University credit. Socially, colloquium students always find time for fun, too, whether on a field trip or studying together in the colloquium student room. Upper division biology majors gain important leadership and communication experience as colloquium leaders.

Workload: grades are based on attendance and weekly journals

BIOL 3003 INTRODUCTION TO COMPUTING IN BIOLOGY

(Last taught: W94) prereq 1008 or 1009 or equiv, declared biosci maj, Δ, 2 cr

Instructor: PHILLIPS J

General Ed Req: (CSOM: B)

This course provides hands-on use of microcomputers to introduce students in biology to how computers can help them manipulate data, prepare graphs and graphics, perform literature searches, prepare posters and reports, and communicate with others through the use of the computer network. The purpose of this course is to improve the computer literacy of students in biology and is designed for the student with little or no experience with computers. Topics include: introduction to the computer (Macintosh)-the basic functions of the computer-how to set up parameters of the computer; professional writing and presentations (word processing); organizing and manipulating data (spread sheets; databases); data manipulation, presentation of results in graphic form (graphing and graphics programs); information retrieval (e.g. literature searching in Medline, Current Contents, etc, sequence analysis data base searching) and networking, including electronic mail and file transfers; organization functions (e.g. Hypercard, Filemaker, etc.); simulations and animations-how to use and produce them; introduction to other computer systems (e.g. IBM, UNIX).

Class time: 99% hands on computing

Workload: need to practice new computing skills about 2 hr/week minimum

Grade: 50% special projects, 50% class participation

BIOL 3011 ANIMAL BIOLOGY

(Last taught: W94) §1106; prereq 1009, Chem 1005, 5 cr

Instructor: HERMAN W

General Ed Req: (CSOM: B*)

Introductory course dealing with the structure and function of most major animal organ systems. Typically 3-5 lectures on each system, with emphasis on arthropod and vertebrate models.

Workload: 3 exams

Exam format: multiple choice

BIOL 3011 ANIMAL BIOLOGY

(Last taught: F93) §1106; prereq 1009, Chem 1005, 5 cr

Instructor: KERR N

General Ed Req: (CSOM: B*)

This course has two 75 min lectures and two 100 min labs each week. The labs, meeting in groups of 18 taught by undergraduate TA's, center around a survey of animal kingdom. (Students who have already completed such a survey register for Biol 3111 instead). The lectures begin with discussion of animal phylogeny and embryology before turning to comparative animal physiology. The basis of nerve impulse, neurons, synapses, receptors, nervous system, and vertebrate brain are considered. Mechanisms of hormone action are followed by discussion of invertebrate and vertebrate hormones. Effector organs (chromatophores, bioluminescence, muscle, cilia), circulatory system, respiratory system, food gathering, digestion, osmoregulation and excretion complete the course. Performance objectives and lecture notes given in class. Several computer exercises complement lecture material. There is a *Animal Physiology* textbook and lab manual. Required for bio sci majors, also taken by pre-med as prep for MedCAT exam.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 7 exams, compreh. final, 4 lecture quizzes, 2 practical exams in lab identification, known function

Grade: 37% final exam, 34% quizzes, 29% lab work

Exam format: multiple choice, fill in the blank, complete a diagram

BIOL 3012 PLANT BIOLOGY

(Last taught: W94) §1103, 3812; prereq 1009, Chem 1005, 5 cr

Instructor: PRATT D

General Ed Req: (CLA: B*) (CSOM: B*)

The course is designed to build on background provided in General Biology. Emphasis is placed on plant diversity and evolution, structure and function of plants and plant cells, and plant growth and development. Grading places equal weight on lecture and laboratory. The laboratory contains two important elements. Laboratory exercises based on a lab guide are evaluated by five lab quizzes. An independent laboratory research project is designed and carried out by pairs of students. The project is evaluated by a report written in the style of a scientific article, and an oral classroom presentation. Texts: Raven, P.H., R. F. Evert, and S. E. Eichhorn, 1992, "Biology of Plants," 5th edition; Staff, 1993, "Plant Biology Lab Manual".

Workload: 3 exams, 1 paper, 5 lab quizzes

Exam format: short answer, brief essay, matching

BIOL 3012 PLANT BIOLOGY

(Last taught: F93) §1103, 3812; prereq 1009, Chem 1005, 5 cr

Instructor: WICK S

General Ed Req: (CLA: B*) (CSOM: B*)

The textbook for this class is "Biology of Plants" by Raven et al. I try to involve class members in discussion as much as possible during lecture periods, and tend to focus on thinking through concepts. The first part of the course examines groups of plants and allied plant-like organisms, while the second part deals with development and physiological processes.

Class time: 30% lecture, 10% discussion, 60% laboratory

Workload: 2 exams, 1 paper, 1 laboratory research project done by pairs of students

Grade: 25% mid-quarter exam(s), 25% final exam, 25% written reports/papers, 25% quizzes

Exam format: essay, short answer, drawing of diagrams

BIOL 3111 ANIMAL BIOLOGY

(Last taught: W94) §3011; prereq 1009, 1106, Chem 1005, 4 cr

Instructor: HERMAN W

General Ed Req: (CSOM: B)

Introductory course dealing with the structure and function of most major animal organ systems. Typically 3-5 lectures on each system, with emphasis on arthropod and vertebrate models.

Workload: 3 exams

Exam format: multiple choice

BIOL 3111 ANIMAL BIOLOGY

(Last taught: F93) §3011; prereq 1009, 1106, Chem 1005, 4 cr

Instructor: KERR N

General Ed Req: (CSOM: B)

A non-laboratory version of Biol 3011, for students who have already completed a survey of the animal kingdom laboratory. (See Biol 3011).

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 5 exams

Grade: 52% final exam, 48% quizzes

Exam format: multiple choice, fill in the blank, complete a diagram

BIOL 3960H HONORS SEMINAR

(Last taught: F93) prereq Δ, 1 cr

Instructor: BARNWELL F !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

This is the second of two seminars required by the CBS Honors Program (The first meets in Fall Qtr and consists of student presentations on issues of science and society). Open only to students in the CBS Honors Program. Students present the results of their Honors thesis research to other honors students in a seminar setting. Emphasis is placed on effective communication; presenters are evaluated by their peers and expected to critique a videotape of their talk. The seminar also serves as an introduction to research opportunities and standards for students just entering the Honors Program. Grading is S/N.

Class time: 100% student presentations followed by class discussion

Workload: preparation of one class presentation

Grade: 80% in-class presentations, 20% class participation

Exam format: no exams

BIOL 5003 GENETICS

(Last taught: W93) §GCB 3022, GCB 5022; prereq 5001 or BioC 3021 or BioC 5331, 4 cr

Instructor: HERMAN R

General Ed Req: (CSOM: B)

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 textbook is "An Introduction to Genetic Analysis", fourth edition, by D. Suzuki, A. Griffiths, J. Miller and R. Lewontin. There is a strong emphasis in this course on problem solving, which is an essential aspect of learning genetics. The textbook poses many excellent problems, and it is expected that all students will work a suggested list of problems. Students should buy the "Solutions Manual", which provides answers to problems. Both TA and instructor are available for help with problems.

Class time: 100% lecture

Workload: 40 pages of reading per week, 4 exams, many suggested problems, which are not graded

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

Exam format: short problems, short answer questions, some multiple choice

BIOL 5003 GENETICS

(Last taught: F93) §GCB 3022, GCB 5022; prereq 5001 or BioC 3021 or BioC 5331, 4 cr

Instructor: SIMMONS M !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

This course presents an introduction to classical, molecular and population genetics, emphasizing problem solving and the analysis of

experimental data. Although it is a lecture course, the instructor is fond of asking students questions during the class sessions and encourages students to participate through questions, comments and discussion. The textbook is "Principles of Genetics" 8th edition, by E. J. Garner, M. J. Simmons and D.P. Snustad. The text is supplemented by a few handouts.

Class time: 100% lecture, Students must also participate in a 2 hr discussion with peers near end of term

Workload: 40 pages of reading per week, 2 exams, 1 paper, problems (not graded)

Grade: 33% mid-quarter exam(s), 33% final exam, 33% special projects, write article or research proposal and critically review those of peers-meeting with peers

Exam format: multiple choice, and short answer, including problems. Copies of previous exams are provided to all students as learning aids.

BIOL 5003 GENETICS

(Last taught: W94) §GCB 3022, GCB 5022; prereq 5001 or BioC 3021 or BioC 5331, 4 cr

Instructor: SNUSTAD D !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

The objective of this course is to provide the student with a firm understanding of the basic principles of genetics, including classical Mendelian genetics, population genetics, and molecular genetics. To the degree possible, we will also examine practical applications of genetics and the impact of genetics on our society and our individual lives. Some topics to be covered are: a review of segregation and independent assortment, epistasis, probability, chi-square, sex determination and sex linkage, structure and replication of DNA, structure of eukaryotic chromosomes, linkage and chromosome maps, mechanisms of recombination, recombination mechanisms unique to bacteria, plasmids, episomes, transposable genetic elements, somatic cell genetics, chromosome aberrations, mechanisms of mutation and DNA repair, definition of the gene, gene expression, regulation of gene expression, cloning and sequencing of genes and other genetic elements, allele and genotype frequencies in populations, genetic equilibria in populations with random mating, effects of nonrandom mating, mutation, selection, migration, and genetic drift, genetic control of quantitative traits, heritability. Text: "Principles of Genetics," 8th ed, Gardner, Simmons, Snustad

Class time: 85% lecture, 15% discussion

Workload: 50 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: problem solving, either write the answer in the blank or multiple choice for easier grading; some short essay questions

BIOL 5004 CELL BIOLOGY

(Last taught: W93) prereq 5001 or BioC 3021 or BioC 5331, 3 cr

Instructor: SILFLOW C

General Ed Req: (CSOM: B)

Introduction to processes fundamental to prokaryotic and eukaryotic cells. Emphasis on integration of experimental evidence using multidisciplinary approaches including molecular biology, cell biology, biochemistry, genetics.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice and essay

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

BIOL 5013 MICROBIOLOGY

(Last taught: F93) §MicB 3103, 5105, VPB 3103; prereq 5001 or BioC 3021 or Bioc 5331, 5 cr

Instructor: DUNNY G

General Ed Req: (CSOM: B)

This course uses lectures, discussions, and laboratories to provide students with an overview of microbiology, focusing on the structure, metabolism, genetics, and ecology of bacteria. Introductory immunology and pathogenic microbiology are also covered. The text is 'Microbiology' by Prescott, Harley and Klein.

Class time: 30% lecture, 20% discussion, 50% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 4 take-home quizzes, lab reports

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

Exam format: mixture or objective and essay

BIOL 5013 MICROBIOLOGY

(Last taught: S93) §MicB 3103, 5105, VPB 3103; prereq 5001 or BioC 3021 or Bioc 5331, 5 cr

Instructor: HANSON R

General Ed Req: (CSOM: B)

The texts are "Microbiology" Prescott, Harley and Klein, 2nd edition and a laboratory manual. Students are required to purchase a microscope use card for \$6.00. The course includes lectures on the physiology, structure and function, and genetics of bacteria plus lectures on diseases caused by bacteria, fungi and viruses, immunology, ecology of microorganisms, and biotechnology. The laboratory introduces students to the cultivation, identification, genetic manipulation and physiological activities of microorganisms.

Class time: 40% lecture, 60% laboratory

Workload: 90 pages of reading per week, 2 exams, 1 paper, 5 laboratory quizzes

Grade: 25% mid-quarter exam(s), 35% final exam, 10% written reports/papers, 20% quizzes, 10% lab work

Exam format: multiple choice, short essay, problem solving

BIOL 5013 MICROBIOLOGY

(Last taught: W94) §MicB 3103, 5105, VPB 3103; prereq 5001 or BioC 3021 or Bioc 5331, 5 cr

Instructor: SHERMAN D

General Ed Req: (CSOM: B)

This course uses lectures, discussions, and laboratories to provide students with an overview of microbiology, focusing on the structure, metabolism, genetics, and ecology of bacteria. Introductory immunology and pathogenic microbiology are also covered. The text is 'Microbiology' by Prescott, Harley and Klein.

Class time: 30% lecture, 20% discussion, 50% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 4 take-home quizzes, lab reports

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

Exam format: mixture or objective and essay

BIOL 5041 ECOLOGY

(Last taught: S93) §5841; prereq 1103 or 1106 or 3011 or 3012, Math 1142 or Math 1211, 4 cr

Instructor: CURTSINGER J

General Ed Req: (CSOM: B)

This course has been revised to ensure that all Biology majors get an exposure to evolutionary biology. The course still presents about 50% ecology, as in past years (taught by Dr. Cushing), but now spends 50% of on microevolution (population genetics, adaptation, behavioral evolution) and macroevolution (geologic ages, fossils, tempo). Dr. Curtsinger teaches evolutionary half of the course. The textbook is Stilling's "Intro to Ecology". Lectures meet three times a week, and labs meet once per week. The labs are mostly computer based, using simulations to teach concepts in population biology.

Class time: 80% lecture, 5% discussion, 15% laboratory

Workload: 100 pages of reading per week, 3 exams

Exam format: mixture of short answer, essay, numerical problems, multiple choice, definitions

BIOL 5041 ECOLOGY

(Last taught: W94) §5841; prereq 1103 or 1106 or 3011 or 3012, Math 1142 or Math 1211, 4 cr

Instructor: DAVIS M

General Ed Req: (CSOM: B)

Lecture topics include population biology, mechanisms of speciation, behavioral isolating mechanisms, competition for resources, predation, mimicry, herbivory, species diversity and community structure, succession and nutrient cycling, disturbance and ecosystem dynamics, comparisons of terrestrial and aquatic ecosystems and temperate and tropical forests, and global change. Lectures will be supplemented by readings from the textbook and additional readings at the reserve desk of the St. Paul Central Library and at Copies on Campus in the St. Paul Student Union. Lectures will be given by M. B. Davis, with a smaller number of lectures by D. Siniff and others. Outlines of the important points covered by lectures, and copies of figures shown as transparencies will be distributed at the time of the lecture or at the following lecture. Problem sets will be assigned as appropriate, largely during the first two-thirds of the course. Laboratories will include interactive computer models, hands-on experiments, and discussions. Reports are required for each laboratory. Discussions and laboratory exercises will be led by teaching assistants from the Ecology Graduate Program.

Class time: 60% lecture, 20% discussion, 20% laboratory

Workload: 25 pages of reading per week, 3 exams, problem sets and lab reports each week

Grade: 40% mid-quarter exam(s), 30% final exam, 25% lab work, 5% problem solving

Exam format: short answer, a few multiple choice

BIOL 5125 RECOMBINANT DNA LABORATORY

(Last taught: F93) §5825, MicB 5125, MicB 5425; prereq application necessary, Δ, 4 cr

Instructor: DAS A

General Ed Req: (CSOM: B)

A broad overview of recombinant DNA methods, e.g. plasmid isolation, gene cloning, DNA sequence analysis, blotting techniques and site-specific mutagenesis, is provided.

Class time: 20% lecture, 80% laboratory

Workload: 20 pages of reading per week, 4 lab write-ups

Grade: 40% final exam, 50% written reports/papers, 5% lab work, 5% class participation

Exam format: take home exam; problem solving

BIOL 5950 SPECIAL TOPICS IN BIOLOGY

(Last taught: W93) no prereq, 1-5 cr

Instructor: PHILLIPS R

General Ed Req: (CSOM: B)

This course is designed to introduce current approaches to understanding the mechanisms of behavior in a wide range of animals, with questions ranging from how animals find their way around in the world to the molecular machinery for translating DNA-coded information into behavior. It focuses on physical and chemical processes and their organization into control systems that promote the growth, maintenance and reproduction of living animals. When the information is available, an attempt is made to investigate each topic from the molecular level through to the whole animal in its natural environment. The course begins with an overview of the problems that animals face in order to make a living in the world. A review of the chemical and physical basis of the electrical properties of excitable tissues, particularly neurons, follows. Next topics deal with what environmental events animals can detect, how they do it, and why different species are able to detect some classes of events but not others. Generation of motor patterns and higher level processing of sensory information, including pattern recognition, are illustrated through studies of auditory communication.

Class time: 70% lecture, 30% discussion

Workload: 60 pages of reading per week, 3 exams, 1 paper

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

Exam format: short answer (single sentence to short paragraph answers) to test for understanding plus matching for testing rote learning of basic facts

BIOL 5950 SPECIAL TOPICS IN BIOLOGY

(Last taught: F93) no prereq, 1-5 cr

Instructor: STAFF

General Ed Req: (CSOM: B)

Goal of this course is to encourage biology instructors to consider and evaluate their beliefs and practices as teachers. The course facilitates sharing of ideas & experiences relevant to teaching biology among graduate students, University faculty, community college and high school faculty. It provides instructors with the opportunity to practice techniques that may make them more effective and with ideas with which to invigorate their courses. Course will be taught in seminar format with a new topic of discussion each week. Discussion groups will sometimes split up to focus on specific interests and needs of each type of teacher. Speakers from within and outside the University will be invited to participate in weekly discussions. A teaching journal, course evaluation, classroom observation and final group project are required assignments for 2 S/N credits. An addition credit may be arranged with permission of seminar coordinators for extra work. Class size limited to 25 students. Teachers from outside the University of Minnesota are encouraged to participate. There will be no required ratio of teaching assistants to community teachers as the seminar activities will be tailored to the needs and interests of those taking course.

Class time: 80% discussion, 20% group work

Workload: 1 paper, weekly short take-home writing assignments

Grade: 10% special projects, 60% class participation, 30% final written project with presentation

BIOMEDICAL ENGINEERING

BMEN 5950 BIOELECTRIC MEASUREMENTS

(Last taught: W94) prereq Phsl 5441, calculus, college physics, 3 cr
Instructor: PATTERSON R

General Ed Req: none

The goals of the course will be to develop an understanding of instrumentation requirements for measurement of body potentials, to interpret physiological meaning of the signals, and develop an understanding of their applications in clinical medicine. We will also study the uses of static and time varying electrical tissue impedance measurements to obtain physiological information. The focus will be on the measurements that are used or have potential to be used in clinical medicine. This course will study the problems associated with the measurement, analysis, and interpretation of bioelectric potentials such as the electrocardiogram (ECG), electromyogram (EMG), electroencephalogram (EEG), galvanic skin response (GSR), electrogastrogram (EGG), eye position electrooculography (EOG) and electroretinogram (ERG). The electrode tissue interface and input requirements for recording amplifiers will be investigated. Techniques used for analysis of the signal and meaning of signal in terms of underlying physiological event will be studied. The electrical impedance of biological tissue will be studied along with its use in measuring physiological events such as respiration and blood flow and volume. Intended for graduate students in Biomed. Eng.

Workload: 20 pages of reading per week, 3 exams, 1 paper

Exam format: 50% multiple choice, 50% problems

BUSINESS ADMINISTRATION

BA 3000 ORIENTATION FOR MANAGERS

(Last taught: F93) prereq Schl of Mgmt stu or Schl of Mgmt Undergrad Studies Office approval, 2 cr

Instructor: RINEHART G

General Ed Req: none

The course is designed to provide an integrated approach to personal and professional development. Its goal is to help students become personally effective as students and future contributors to organiza-

tions. Through written journal assignments, readings, exercises and class discussions, students will consider how individual characteristics influence decisions and choices. Students will have the opportunity to assess their strengths and weaknesses, to explore their interests, to discover U of M resources available to them, and to become part of CSOM's community. The course is coordinated by the Undergraduate Studies Office and will feature presentations by staff from several University resource centers and by faculty from the Carlson School. The course is premised on the belief that the better you understand yourself, the more productive you will be, and the more effective you will be in working with and leading others. Given this focus, it is clear that you will benefit from the course in direct proportion to the extent to which you seriously involve yourself in the issues and topics being considered.

Class time: 30% lecture, 30% discussion, 40% outside speakers, group activities

Workload: 20 pages of reading per week, weekly journals (3-5 pages per week)

Grade: 50% written reports/papers, 50% class participation

Exam format: no exams

BUSINESS LAW

BLAW 3058 INTRODUCTION TO LAW, THE LAW OF CONTRACTS AND SALES CONTRACTS

(Last taught: W94) §8158; prereq Econ 1002, 4 cr

Instructor: ANDREWS A

General Ed Req: none

An extensive study of the law of contracts as it affects business transactions under both the common law and the uniform commercial code. The course is designed to make students aware of problem areas in the law so as to avoid problems in the future. The class is designed to be primarily based on class discussion - written abstracts of cases will be required for class discussion purposes only not to hand in. A very useful course for a person's business and personal life.

Class time: 20% lecture, 80% discussion

Workload: 2 exams, abstracts (description of cases)

Grade: 33% mid-quarter exam(s), 66% final exam, final counts 100% if student does poorly in midquarter; class participation important

Exam format: midquarter: essay; final: half essay, half true/false, multiple choice

BUSINESS, GOVERNMENT, AND SOC

BGS 3004 INTERNATIONAL BUSINESS

(Last taught: W94) no prereq, 4 cr

Instructor: ZAHEER S

General Ed Req: none

This course provides an overview of the int'l economic, political, and cultural environment of business as well as an introduction to some of the managerial challenges unique to the management of the multinational corporation (MNC). The discussion of the int'l economic environment includes the basic theoretical foundations of int'l trade and finance and an analysis of government policies governing foreign direct investment and economic integration. The remainder of the course deals with the managerial challenges involved in both strategy formulation and implementation in the MNC. Success in int'l business requires the ability to learn from people with different cultural backgrounds and value systems and take into account a variety of perspectives (geographic, product and functional) in reaching a strategic decision. These skills also will be essential to a successful

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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performance in group work and in class discussion. Text: Daniels, John D. and Lee H. Radebaugh, 1992, "International Business: Environments and Operations" 6th edition updated.

Workload: 40 pages of reading per week, 2 exams, 2 computer-supported group decision exercises, in 2 parts; class participation

Exam format: combination of multiple choice, short essays and a caselet

BGS 3019 TOPICS IN BUSINESS, GOVERNMENT AND SOCIETY

(Last taught: W94) prereq 3002 or #, 4 cr

Instructor: SEELEY W

General Ed Req: none

This course is designed to improve business understanding and effectiveness among Americans, Japanese, and other Asian nationalities. This practical, cross-cultural business course examines cultural norms that have shaped Japanese management practices such as decision by consensus, lifetime employment, mentoring relationships, hiring, training, job rotation, and contrasts these management concepts with those of prominent American firms. Early in the course students write and discuss a book report focusing on the interrelationship between Japanese cultural values and employment/management practices. The second half of the quarter focuses on Japanese negotiation practices commonly used in global business agreements, joint ventures and overseas investments. Students represent both Japanese and American companies engaged in negotiating a business contract or joint venture. Students participate in two mock negotiation sessions in class. It's a lively, fun learning experience!

Workload: 70 pages of reading per week, 2 exams, 1 paper, team preparation for negotiation exercises

Grade: KJG

Exam format: multiple choice, true/false (40%); essay (60%)

CENTRAL ASIAN STUDIES

CAS 3531 CENTRAL ASIAN CULTURAL SPHERE

(Last taught: F92) no prereq, 4 cr

Instructor: BASHIRI I !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course deals with cultural developments in Iran, Afghanistan, and Central Asia from ancient times to the present. It explores the ancients' belief in Zoroastrianism, explains the role of Islam (both Shi'ite and Sunnite), and examines the dynamics of the ethnic relations that dictate the balance of power in the region. Course begins with common history of Iran and Central Asia; discusses ancient Iranian society and Zoroastrianism; discusses Islam (Shi'ite in relation to Iran and Sunni—Hanifite in relation to Central Asia; Constitutional movement and Westernization of Iran; Sovietization of Central Asia.

Class time: 70% lecture, 20% discussion, 10% video tapes

Workload: 50 pages of reading per week, 3 exams, 1 paper

Grade: 34% mid-quarter exam(s), 16% final exam, 30% written reports/papers, 5% in-class presentations, 3% class participation, 12% book report

Exam format: essay

CAS 3601 FICTION: IRAN AND CENTRAL ASIA

(Last taught: F92), 4 cr

Instructor: BASHIRI I !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

Prose fiction was introduced into Iran and Central Asia in the 1920's as an alternative to traditional court poetry and as a means of exposing excesses both by the government and the clergy. The course examines the social, political, and religious dynamics of the region and evaluates the effects of Westernization on Iran and of Sovietization on Central Asia. Authors discussed include: (Iran) - Jamalzadeh, Hedayat, Al-i Ahmad, Amir Shahi, Mirsadeghi, Behrang; (Central Asia) - Aini, Auezov, Kerabayev, Aibek, Aitmatov. Stories discussed include: (Iran) - Dash Akol, Stray Dog, A Long Like Paradise, Warm South, Little Black Fish; (Central Asia) - Fierce Gray, The Intersection, To Have and To Lose, Jamila, Piebald Dog Running Along the Shore.

Class time: 70% lecture, 20% discussion, 10% video tapes

Workload: 50 pages of reading per week, 3 exams, 1 paper

Grade: 40% mid-quarter exam(s), 20% final exam, 30% written

reports/papers, 5% in-class presentations, 5% class participation

Exam format: essay

CAS 5601 FICTION: IRAN AND CENTRAL ASIA

(Last taught: F92), 4 cr

Instructor: BASHIRI I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Same as CAS 3601 except for additional reading and a longer report.

Class time: 70% lecture, 20% discussion, 10% video tapes

Workload: 50 pages of reading per week, 3 exams, 1 paper

Grade: 40% mid-quarter exam(s), 20% final exam, 30% written reports/papers, 5% in-class presentations, 5% class participation

Exam format: essay

CHEMICAL ENGINEERING

CHEN 5101 PRINCIPLES OF CHEMICAL ENGINEERING I

(Last taught: F93) prereq 5001 or ♪, IT stu, 4 cr

Instructor: MCCORMICK A

General Ed Req: none

Performance on homework and exams will strongly depend on your attendance of all lectures and recitations. All lectures and recitations are required. Lectures will be used to review the fundamentals discussed in the chapter(s) at hand, to discuss some advanced topics, and to introduce examples. Recitations will be used to solve problems assigned in advance (and which are related to the currently assigned homework problems) and to review specifics not covered in lecture. Homework problems are meant to expose you to the various types of problems that you will see on exams and to introduce material which will be resumed in subsequent courses.

Class time: 60% lecture, 40% discussion

Workload: 20 pages of reading per week, 4 exams, 10 homework sets approx. 4 hours each

Grade: 60% mid-quarter exam(s), 25% final exam, 15% problem solving

Exam format: standard engineering exam, 3-4 problems are set, solution is open-ended. May be the first time some students will see this exam format, but will continue seeing it in eng. courses.

CHEN 5103 PRINCIPLES OF CHEMICAL ENGINEERING III

(Last taught: S93) prereq 5102, upper division chem engr or mat sci maj, 4 cr

Instructor: CUSSLER E

General Ed Req: none

Heat and mass transfer and its applications to chemical engineering unit operations.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: problems

CHEN 5601 PROCESS CONTROL

(Last taught: W94) prereq 4th yr or #, upper division chem engr or mat sci maj, 4 cr

Instructor: DAOUTIDIS P

General Ed Req: none

The course provides an introduction to the analysis of the dynamic behavior of processes described by linear ordinary differential equation models and the methods that modify the dynamic behavior of processes in a desirable way. Emphasis is placed on both the fundamental principles of control theory and the techniques most commonly used in the chemical industries.

Class time: 60% lecture, 40% discussion

Workload: 2 exams, 1 paper, weekly homework assignments,

Grade: 40% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 10% special projects

Exam format: multiple choice, problem solving, short answers

CHEN 5620 PROCESSING OF POLYMERS AND THEIR COMPOSITES

(Last taught: W94) 3 cr without lab by dept perm; prereq heat transfer and fluid mechanics or #, 3-4 cr

Instructor: MACOSKO C W

General Ed Req: none

Polymer processing is concerned with the operations involved in the physical conversions of a polymeric material into a finished article. This course will be basic applications of the principles of fluid mechanics, and heat transfer to problems in polymer processing. It will serve in some ways as a refresher course in these areas, with several new twists, examples and applications. The first part of the course basic principles will be reviewed. Emphasis will be made on the differences between the flow behavior of polymeric materials and common fluids such as water or oil. In the second part, the most important polymer processing methods including extrusion, coating and molding will be described and analyzed. Process design strategies will be discussed along with the effect of process on properties. The laboratory portion of the course will consist of four experiments done in 3-4 person groups during one four-hour period. Lab work is an integral part of the course. Reports are brief, emphasizing discussion of observations and analysis of results. Each person does their own reports from the data taken as a group. There will also be some lab demonstrations of processes not covered in the main labs. There will be a plant trip 2nd week.

Workload: 2 exams, quizzes, 8 homework sets

Grade: 20% mid-quarter exam(s), 30% final exam, 50% lab reports, quizzes, homework problem sets

CHEN 5753 BIOCHEMICAL ENGINEERING III

(Last taught: W94) prereq 5001, grad or sr in chemical engineering or #, 3 cr

Instructor: HU W

General Ed Req: none

This course covers the unit operations used in the product recovery of biotechnology processes. The topics covered include filtration, centrifugation, cell disruption, liquid-liquid extraction, adsorption, chromatography, membrane processes, crystallization, etc. The emphasis is not on the procedural details but on the engineering principles and design calculations. Computer simulations are emphasized as a means of learning. A textbook (Belter, Cussler and Hu: "Bioprocess Engineering") is complemented by lecture notes.

Workload: 30 pages of reading per week, 3 exams

Exam format: problem solving

CHEN 5754 FOOD PROCESSING TECHNOLOGY

(Last taught: W94) prereq 5103 or #, 4 cr

Instructor: VALENTAS K

General Ed Req: none

This course is an introduction to the food processing industry as it interfaces with the engineering discipline. Topics to be covered are: 1) heat transfer in food processing; 2) protein processing, from raw material to consumer products; 3) project evaluation from a financial standpoint; 4) case studies related to food processing problems; 5) discussion, according to the interest of the class, of marketing, government regulation, nutritional aspects, and other topics of concern to the engineer in the food processing industry. The course is intended for seniors and first year graduate students.

Exam format: problems

CHEN 5756 BIOCHEMICAL ENGINEERING LABORATORY

(Last taught: S93) prereq 5751 or 5752, 2 cr

Instructor: HU W

General Ed Req: none

The objective of this course is to expose the student to bioengineering principles and techniques commonly used in the laboratory and in industry. The goal is to further the understanding of the engineering aspects of prokaryotic and eukaryotic fermentations, sterilizations,

and physiological characteristics, which are introduced in ChEn 5751 and 5753, via bench-scale experimentation. There will be five projects performed throughout the quarter including: 1) oxygen uptake of suspended and immobilized yeast cells; 2) ultrafiltration of biological fluids; 3) batch fermentation of yeast in a 10-liter fermentor or fed-batch bacterial fermentation in a 16-liter fermentor or hybridoma cell cultivation in a 1.5-liter CelliGen bioreactor. The class will be divided into groups of 4 students who will work together throughout the remaining quarter. Each group will be responsible for the completion of a given experiment during the specified period. As this is a project laboratory, each group will have to work out their schedule with the T.A. A report will be required for each experiment. The last class period will be used for 20-minute presentations by each group.

Class time: 10% lecture, 90% laboratory

Workload: 20 pages of reading per week, 5 papers

Grade: 50% written reports/papers, 15% in-class presentations, 35% lab work

Exam format: no exams

CHEN 5810 PROCESSING OF ELECTRONIC MATERIALS

(Last taught: W94) prereq MatS 5011 or #, 3 cr

Instructor: CARR R

General Ed Req: none

Materials science and chemical engineering aspects of processing of materials for microelectronic devices such as semiconductor memories and microprocessors, and optical devices, such as semiconductor lasers and optical wave guides. Intended for advanced undergraduates and beginning graduate students. Topics: process modelling, silicon production and oxidation, doping, etching, ion implantation, chemical vapor deposition, particulate deposition and removal, metallization, microlithography. Text: "Process Engineering Analysis in Semiconductor Device Fabrication" by S. Middleman and A. K. Hochberg, McGraw-Hill, 1993. Intended for advanced undergraduates and beginning graduate students.

Class time: 100% lecture

Workload: 50 pages of reading per week, problem solving

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: numerical problems

CHEN 5901 CHEMICAL PROCESS LABORATORY

(Last taught: W94) prereq 5301, 2 cr

Instructor(s): HU W, PARK C

General Ed Req: none

This course is specifically designed for non-chemical engineers to better understand the engineering analysis of biotechnological processes. A major objective of this course is to give students of non-engineering disciplines the sufficient knowledge and vocabulary to communicate with engineers involved in biotechnology processes. The emphasis is to introduce material balance and rate analysis concepts to students from biological and chemical science background. Instead of solving differentiation equation, computer simulation of solved equations will be used to help students understand the basic principles in the analysis and design of biological processes. No textbook is assigned and lectures and notes are key course materials. Workload: 10 pages of reading per week, 1 paper, review lecture notes

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

CHEMISTRY

CHEM 1001 GENERAL PRINCIPLES OF CHEMISTRY

(Last taught: W94) §1003, 1008; for students not passing chem placement exam; prereq high schl chem or equiv, 2 yrs high schl math (4 yrs rec, 4 cr

Instructor: BRITTON D

General Ed Req: (CLA: B*) (CSOM: B*)

This course is intended for students who need, or would like, a less rigorous introduction to chemistry than is provided by Chem 1051-1052. For most students this course will be followed by 1051. For nursing and forestry majors it will be followed by 1002, which is a short introduction to organic chemistry.

Class time: 100% 3 lectures/week; 1 3 hour lab/week; 1 recitation with TA/week

Workload: 40 pages of reading per week, 3 exams, final lab reports on 6-7 experiments

Grade: 40% mid-quarter exam(s), 40% final exam, 20% lab work

Exam format: problems, short-answer questions, some multiple choice

CHEM 1002 BASIC ORGANIC CHEMISTRY

(Last taught: S93) prereq 1001 or pass chem plcmnt exam; prim for forest, nurs stu; IT stu excl w/o spec perm, 4 cr

Instructor: KREEVOY M

General Ed Req: (CLA: B*) (CSOM: B*)

A general survey of organic chemistry with an introduction to biochemistry. The Kekule-Lewis theory of structure and the characteristic properties imparted by the functional groups are the main organizing principles of the course. Logical thinking is stressed.

Class time: 50% lecture, 38% laboratory, 12% lab recitation

Workload: 30 pages of reading per week, 5 exams, 8 lab preparations

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

Exam format: problems, short essays

CHEM 1003 PHYSICAL WORLD, CHEMISTRY

(Last taught: S93) §any other college chem course; not for IT stu; prereq 1 yr hs algebra...hs chem rec, 5 cr

Instructor: BARANY G

General Ed Req: (CLA: B*) (CSOM: B*)

One quarter course designed for the non-science student planning to take no other chemistry courses. It is not a prerequisite for any other chemistry course. This is an excellent course for a CLA student to use to satisfy the laboratory science requirement. Prerequisite 1 yr high school algebra; high school chemistry recommended. Chemistry as the central science. Fundamental concepts of chemical bonding and the structure of matter. Scientific methods and principles that are relevant to the world we live in. Our goal, on the basis of the lecture, the readings (taken from current newspapers and magazines) and the associated laboratory is to achieve a basic understanding and appreciation of the modern science of chemistry.

Class time: 45% lecture, 15% discussion, 30% laboratory, 10% videotapes

Workload: 40 pages of reading per week, problem assignments; current science related articles

Exam format: short answer, multiple choice, essay all possible

CHEM 1008 PHYSICAL WORLD, CHEMISTRY

(Last taught: S93) §any other college chem course; prereq 1 yr high school algebra...high school chem rec, 4 cr

Instructor: BARANY G

General Ed Req: (CLA: B) (CSOM: B)

Same as Chem 1003, but without lab.

Class time: 65% lecture, 20% discussion, 15% videotapes

Workload: 40 pages of reading per week, problem assignments; current science related articles

Exam format: short answer, multiple choice, essay are all possible

CHEM 1051 CHEMICAL PRINCIPLES I

(Last taught: S93) primarily for stu majoring in sci or eng; prereq 1001 or passing placement exam, 4 cr

Instructor: BRITTON D

General Ed Req: (CLA: B*) (CSOM: B*)

This is the first quarter of a two quarter sequence which will provide a general introduction to chemistry both for students who need no

further chemistry and for those who intend to go on to more advanced courses. A number of topics are covered in the two courses, but the two major topics are structural chemistry and the idea of chemical equilibrium.

Class time: 42% lecture, 14% discussion, 42% laboratory

Workload: 40 pages of reading per week, 4 exams, 6 lab experiments

Grade: 40% mid-quarter exam(s), 40% final exam, 20% lab work

Exam format: short answer, problems, multiple choice

CHEM 1051 CHEMICAL PRINCIPLES I

(Last taught: W94) primarily for stu majoring in sci or eng; prereq 1001 or passing placement exam, 4 cr

Instructor: EDGAR B

General Ed Req: (CLA: B*) (CSOM: B*)

Primarily for students majoring in science or engineering. This is the first quarter of a two quarter sequence which will provide a general introduction to chemistry both for students who need no further chemistry and for those who intend to go on to more advanced courses. Topics covered include chemical reactions and stoichiometry, properties of gases, thermochemistry, electronic structure, covalent and ionic bonds, and molecular structure.

Workload: 40 pages of reading per week, 4 exams, work all the assigned problems

Exam format: multiple choice, short answer, problems

CHEM 1051 CHEMICAL PRINCIPLES I

(Last taught: W94) primarily for stu majoring in sci or eng; prereq 1001 or passing placement exam, 4 cr

Instructor: LIPSKY S

General Ed Req: (CLA: B*) (CSOM: B*)

Primarily for students majoring in science or engineering. This is the first quarter of a two quarter sequence which will provide a general introduction to chemistry, both for students who need no further chemistry and for those who intend to go on to more advanced courses. Topics covered include chemical reactions and stoichiometry, properties of gases, thermochemistry, electronic structure, covalent and ionic bonds, and molecular structure.

Workload: 40 pages of reading per week, 4 exams, work all assigned problems

Exam format: multiple choice

CHEM 1051 CHEMICAL PRINCIPLES I

(Last taught: W94) primarily for stu majoring in sci or eng; prereq 1001 or passing placement exam, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

Course topics: atomic theory, periodic properties of the elements, chemical calculations, chemical thermodynamics, development of structural concepts, geometry of molecules, bonding theory and the behavior of gases.

Class time: 40% lecture, 45% laboratory, 15% recitation

Workload: 50 pages of reading per week, 4 exams

Grade: 20% lab work, 80% 80% between midquarter and final exam

Exam format: multiple choice, short answer, problems

CHEM 1052 CHEMICAL PRINCIPLES II

(Last taught: W94) prereq 1051, 4 cr

Instructor: LEOPOLD D

General Ed Req: (CLA: B*) (CSOM: B*)

A continuation, using the same text, of Chem 1051. Topics include properties of chemical reactions, chemical equilibrium, acids and bases, aspects of air pollution and electrochemistry.

Class time: 41% lecture, 45% laboratory, 14% recitation

Workload: 40 pages of reading per week, 4 exams, students are expected to work all assigned problems

Grade: 50% mid-quarter exam(s), 30% final exam, 20% lab work

Exam format: multiple choice, problems

CHEM 1052 CHEMICAL PRINCIPLES II

(Last taught: W94) prereq 1051, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

A continuation, using the same text of Chem 1051. Course topics: properties of solutions, rates of chemical reactions, chemical equilibrium, acids and bases, aspects of air pollution, and electrochemistry.

Class time: 41% lecture, 45% laboratory, 14% recitation

Workload: 40 pages of reading per week, 4 exams, students are expected to work all assigned problems

Grade: 20% lab work, 80% 80% between midquarter and final exams

CHEM 3302 ORGANIC CHEMISTRY II

(Last taught: W94) prereq 3301, 3305 or ¶3305, 4 cr

Instructor: DISTEFANO M

General Ed Req: (CSOM: B)

This course is a continuation of organic chemistry that begins with 3301. In this class you will learn more about the chemistry of specific functional groups. We will also study spectroscopy since this is the main way that organic compounds are characterized. Organic chemistry is the basis for many applied subjects; practical applications will be discussed.

Class time: 100% lecture

Workload: 40 pages of reading per week, 3 exams, 2 group projects

Grade: 50% mid-quarter exam(s), 35% final exam, 15% 2 group projects

Exam format: solve problems

CHEM 3992 SPECIAL TOPICS IN CHEMISTRY

(Last taught: W94) prereq 1 qtr 1000-level chem or #, 1 cr

Instructor: MILLER S

General Ed Req: (CSOM: B)

Informal lunchtime seminar (feel free to bring a bag lunch). Course meets once a week with a different speaker each week. Topics vary every week and cover different options with your bachelors degree in chemistry (i.e. Environmental Chem, Teaching Careers, Pharmacy, Applying to Grad School, etc.) Must attend 8 of 10 lectures to receive credit. Class size approximately 40 students (Freshman-Seniors) not just Chem majors. No text used but many helpful handouts and tips from professionals in the field.

Class time: 60% lecture, 40% discussion

Workload: attendance to 8 of the 10 talks

Grade: 100% attendance

CHEM 5133 CHEMICAL INSTRUMENTATION AND ANALYSIS LECTURE

(Last taught: F93) prereq chem maj, 1133, 5534, 5535, or #, 3 cr

Instructor: EVANS J

General Ed Req: (CSOM: B)

Course covers course organization, electronic measurements by chemical instrumentation, interaction of electromagnetic radiation with matter, analytical molecular spectroscopy, analytical atomic spectroscopy, mass spectrometry, introduction to other separations techniques, gas chromatography, liquid chromatography and related techniques, introduction to electrochemistry, potentiometry, coulometry, and voltammetric methods.

Class time: 75% lecture, 25% problem solving/recitation

Workload: 3 exams, 8 problem sets, reading varies per week

Grade: 25% mid-quarter exam(s), 25% final exam, 50% problem solving

Exam format: essay and problem solving

CHEM 5140 CHEMICAL INSTRUMENTATION AND ANALYSIS LABORATORY

(Last taught: W94) prereq 5133, chemistry maj, 3 cr

Instructor: EVANS J

General Ed Req: (CSOM: B)

Because this laboratory course is designed for professionally-oriented students in the major's program in chemistry, its aim is to develop competence in several areas of your professional capacity as chemists. These include: skill in experimental work in the laboratory, expertise in interpreting the data from these experiments and confidence in

presenting these findings to other chemical professionals in both written and oral form. A sound knowledge of the basic principles of chemistry is imperative for adequate performance in all aspects of the course.

Class time: 10% lecture, 10% discussion, 80% laboratory

Workload: 1 exam, extensive preparation of lab reports; estimated outside time 8 hr/wk

Grade: 13% final exam, 6% written reports/papers, 6% in-class presentations, 13% lab work, 62% short lab reports/analyses

Exam format: multiple choice, essay

CHEM 5526 PHYSICAL BIOCHEMISTRY: SPECTROSCOPIC METHODS I

(Last taught: W94) §BioC 5526, MdBc 5526; prereq 2 qtrs physical chemistry, 4 cr

Instructor: QUE L

General Ed Req: (CSOM: B)

This course introduces the student to magnetic resonance principles as applied to proteins and nucleic acids. First half of the course focuses on EPR spectroscopy of metalloproteins, while the second half discusses the application of modern NMR methods in biology. Some basic background in physical chemistry is required, as well as familiarity with common biochemical terms.

Class time: 90% lecture, 10% discussion

Workload: 25 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay and problems

CHEM 5529 PROTEIN STRUCTURE AND FOLDING

(Last taught: S93) §BioC 5529, MdBc 5529; prereq Biol 5001 or equiv, 1 qtr phys chem or #, 4 cr

Instructor: WOODWARD C !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

The course focuses on principles regulating the conformation and function of proteins. The aim is to provide students with the fundamental information necessary to understand macromolecular structure and to be able to use this information in protein design. The early section of the course deals with the principles of x-ray crystallography and the use of the resultant atomic coordinates. Next the use of stereodiagrams to view complex structure includes practice sessions and problem solving. The principles of homology and protein families at different levels of organization are analyzed. The last section of the course includes a description of thermodynamic aspects of protein conformation, NMR methods and principles affecting protein dynamics.

Class time: 95% lecture, 5% computer graphics

Workload: 100 pages of reading per week

Grade: 40% mid-quarter exam(s), 40% final exam, 10% problem solving, 10% labs-computer graphics

Exam format: essay

CHEM 5534 CHEMICAL THERMODYNAMICS

(Last taught: W94) prereq IT upper div or CLA chem maj or Δ, Phys 1253 or ¶Phys 1253, Math 3251 or equiv, 4 cr

Instructor: KREEVOY M

General Ed Req: (CSOM: B)

This course is an introduction to the physical theory of chemical equilibrium and phase equilibrium in closed systems. It is also an introduction to the mathematical techniques used to develop such theory: adapted from differential and integral calculus as well as algebra. These methods are used to show how measureable quantities are related to each other and to standard, tabulated information. The

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C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
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lectures focus on derivatives and solution of illustrative problems. Problem sets and reading are assigned.

Class time: 100% lecture

Workload: 35 pages of reading per week, 5 exams, about 15 problems per week

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

Exam format: problems and derivations

CHEM 5535 STATISTICAL MECHANICS AND REACTION KINETICS

(Last taught: W94) prereq 5534, 4 cr

Instructor: BARBARA P

General Ed Req: (CSOM: B)

Goals: to survey statistical thermodynamics and the kinetic theory of gases with applications to reaction rate theory. Phenomenological kinetics and experimental methods. Topics: kinetic-molecular theory of gases, transport processes, reaction kinetics, statistical mechanics, theories of reaction rates. Text: Levine, "Physical Chemistry", 3rd ed.

Workload: 60 pages of reading per week, 4 exams, problem sets

Exam format: problems

CHEM 5538 PHYSICAL CHEMISTRY LABORATORY

(Last taught: W94) prereq 5535 or ¶, non chemistry maj, 1 cr

Instructor: BARBARA P

General Ed Req: (CSOM: B)

Goals: To survey experiments in thermodynamics and reaction kinetics. Text: "Experimental Physical Chemistry" Shoemaker. Prerequisites by topic: thermodynamics, kinetics, rudimentary knowledge of BASIC computer programming language. Computer Usage: Students are required to write two programs in BASIC: 1) a linear-regression program; 2) versatile program for plotting data in graph form. Laboratory projects (including major items of equipment and instrumentation used): heats of ionic reactions, fluorescence spectrophotometry and electrontransfer rates, dipole moments of polar molecules in solution, partial molar volume, binary liquid-vapor phase diagram, activity coefficients from cell measurements, reaction trajectories on potential-energy surfaces, method of initial rates- iodine clock, kinetics of the decomposition of benzenediazonium ion, heats of solution.

Workload: lab reports

CHEM 5732 TRANSITION METAL INORGANIC CHEMISTRY

(Last taught: W94) prereq 5533 or 5534 or ¶5533 or ¶5534, chem or chem engr maj, 3 cr

Instructor: GLADFELTER W

General Ed Req: (CSOM: B)

Course goals: Emphasis on transition metal compounds where d electrons are important. Topics of current interest such as organometallic, bioinorganic, and solid state chemistry are covered. Topics: 1) structure of solids; 2) d-metal complexes; 3) bonding of spectra of d-metal complexes, molecular orbitals; 4) reaction mechanisms, ligand exchange and electron transfer; 5) organometallic compounds; 6) catalysis; 7) properties of solids; 8) metal cluster compounds

Workload: 40 pages of reading per week

Exam format: short answer, problems

CHICANO STUDIES

CHIC 3106 INTRODUCTION TO CHICANO STUDIES: MEXICO AND THE UNITED STATES

(Last taught: F92) no prereq, 4 cr

Instructor: GREEN G !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)

Covers the convergence of Spanish-Mexican and Anglo-American societies in the Spanish borderlands. Literary, social, cultural and historical perspectives, 1821-1960.

Class time: 60% lecture, 25% discussion, 15% videos/movies

Workload: 120 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

CHIC 3107 INTRODUCTION TO CHICANO STUDIES: CHICANO IN CONTEMPORARY SOCIETY

(Last taught: W94) no prereq, 4 cr

Instructor: GREEN S

General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)

This course is the third in a three part series covering the period of time from the conquest of Mexico to the present day. This course focuses on Chicanos in the U.S. from WWII to the present. The topics covered in this course will include a wide range of people, events and issues of importance to the Chicano community. Topics covered in this course will include: demographics, history, politics, economics, labor, race, gender, religion, art/music, literature, immigration, healthcare, education, cultural theory and methodology. Required texts: Rivera, Tomas "...y No Se Lo Trago La Tierra", 1987; National Association for Chicano Studies "The Chicano Struggle", 1984; Weisman and Dasard, "La Frontera" and Mary Romero, "Maid in the USA."

Class time: 65% lecture, 25% discussion, 10% video

Workload: 120 pages of reading per week, 2 exams, 1 paper, group discussion

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

Exam format: essay

CHIC 3213 CHICANO MUSIC AND ART

(Last taught: S93) prereq 1106 or GC 1275, 1107 or GC 1276, 4 cr

Instructor: GREEN G !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

Course focuses on music of south Texas from 1800's to the present. Second half of the course focuses on Chicano art - symbols, history, etc. 4 textbooks and 1 coursepack. Need not be familiar with Chicano culture or history to take the course.

Class time: 50% lecture, 50% A.V. - art slides and music

Workload: 100 pages of reading per week, 1 exam, 1 paper, 1 oral project in place or paper

Grade: 25% mid-quarter exam(s), 25% written reports/papers, 25% special projects, 25% class participation

Exam format: essay, short answer

CHIC 3442 CHICANO HISTORY SINCE 1900

(Last taught: W94) §Hist 3442, 4 cr

Instructor: VALDES D

General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)

The 20th century Chicano experience. Covers migration, repatriation. The Braero program, contemporary Chicano politics, the Chicano movement, work, society and culture. Lecture classroom format with 2-3 videos/movies on selected topics. A wide range of reading from texts and articles.

Class time: 60% lecture, 10% closed-circuit TV, 30% discussion

Workload: 100 pages of reading per week, 2 exams, 3 papers

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

Exam format: essay

CHIC 3507 INTRODUCTION TO CHICANO LITERATURE

(Last taught: W94) no prereq, 4 cr

Instructor: ROJAS G

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

Readings in literary theory followed by readings and criticism of Chicano texts: novel and autobiography.

Class time: 50% discussion, 50% journal

Workload: 75 pages of reading per week

Grade: 50% final exam, 60% written reports/papers, 50% class participation, class participation includes discussion of journals

Exam format: essay, short answer, identification and interpretation

CHIC 5901 CHICANO STUDIES: THEORY AND METHODOLOGY

(Last taught: F92) prereq grad stu or sr with #, 4 cr

Instructor: ROJAS G

General Ed Req: none

Survey of literary, historical, theoretical writings as well as contemporary Chicano scholarship. Course focuses on how to approach scholarship and criticism from various interdisciplinary texts. Students in Art, Architecture or Political Science may explore theories in their areas of concentration and interest.

Class time: 50% lecture, 50% discussion
Workload: 100 pages of reading per week
Grade: 50% written reports/papers, 25% special projects, 25% in-class presentations

CHILD PSYCHOLOGY

CPSY 1301 INTRODUCTORY CHILD PSYCHOLOGY

(Last taught: W94) §3309, 5301; prereq 5 cr introductory psychology, 4 cr

Instructor: SROUFE L A

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to theories, methods of study, and major findings concerning child development. After presentation of theories and methods, material is presented chronologically, beginning with prenatal development and infancy and continuing with development in the toddler, preschool, and middle childhood years. Adolescence is covered only briefly. Cognitive, social and emotional development are surveyed at all ages, and major topics include developmental changes in memory and thinking, the influence of parenting and parent-child relationships on development, changing relationships with peers, the child's developing capacity for self-regulation, and changes in inner emotional life and affect expression. Case studies as well as the large body of research on child development is utilized. Format: This is primarily a lecture course, but videotaped material is used frequently to present examples of child behavior and thinking at different ages. Text: Sroufe, Cooper & DeHart, Child Development: Its Nature and Course

Class time: 60% lecture, 10% closed-circuit TV, 10% discussion, 20% laboratory

Workload: 50 pages of reading per week, 2 exams, 7 hours of observation training lab

Grade: 30% mid-quarter exam(s), 55% final exam, 15% lab work

Exam format: multiple choice

CPSY 1301 INTRODUCTORY CHILD PSYCHOLOGY

(Last taught: W94) §3309, 5301; prereq 5 cr introductory psychology, 4 cr

Instructor: YONAS A

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The primary goal of this course is to introduce the field of developmental psychology, its theories and methods. The course will concentrate on the period that begins with conception and ends at early adolescence. 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 development. This part will explore the development of language, memory and reasoning. The final part of the course will deal with social development. It will include topics such as parent-child attachment, personality, moral, and sex role development. Because the course is designed to serve as an introduction to a wide range of topics and issues, no one topic will be studied in depth. Rather, an overview of each area will be provided, based on course lectures and on the text. Students interested in a more extensive treatment of a given area are encouraged to take more advanced courses.

Class time: 90% lecture, 10% discussion

Workload: 55 pages of reading per week, 2 exams

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

Exam format: multiple choice

CPSY 3309 INTRODUCTORY CHILD PSYCHOLOGY FOR THE SOCIAL SCIENCES

(Last taught: W94) §1301, 5301; prereq Psy 1001, 4 cr

Instructor: SROUFE L A

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to theories, methods of study, and major findings concerning child development. After presentation of theories and methods, material is presented chronologically, beginning with prenatal development and infancy and continuing with development in the toddler, preschool, and middle childhood years. Adolescence is covered only briefly. Cognitive, social and emotional development are surveyed at all ages, and major topics include developmental changes in memory and thinking, the influence of parenting and parent-child relationships on development, changing relationships with peers, the child's developing capacity for self-regulation, and changes in inner emotional life and affect expression. Case studies as well as the large body of research on child development is utilized. Format: This is primarily a lecture course, but videotaped material is used frequently to present examples of child behavior and thinking at different ages. Text: Sroufe, Cooper & DeHart, Child Development: Its Nature and Course

Class time: 60% lecture, 10% closed-circuit TV, 10% discussion, 20% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 7 hours of observation training lab

Grade: 30% mid-quarter exam(s), 55% final exam, 15% lab work, the paper is graded pass/fail, but may affect a grade at the margin

Exam format: multiple choice

CPSY 3309 INTRODUCTORY CHILD PSYCHOLOGY FOR THE SOCIAL SCIENCES

(Last taught: W94) §1301, 5301; prereq Psy 1001, 4 cr

Instructor: YONAS A

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The primary goal of this course is to introduce the field of developmental psychology, its theories and methods. The course will concentrate on the period that begins with conception and ends at early adolescence. 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 development. This part will explore the development of language, memory and reasoning. The final part of the course will deal with social development. It will include topics such as parent-child attachment, personality, moral, and sex role development. Because the course is designed to serve as an introduction to a wide range of topics and issues, no one topic will be studied in depth. Rather, an overview of each area will be provided, based on course lectures and on the text. Students interested in a more extensive treatment of a given area are encouraged to take more advanced courses.

Class time: 90% lecture, 10% discussion

Workload: 55 pages of reading per week, 2 exams

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

Exam format: multiple choice

CPSY 3331 INTRODUCTION TO SOCIAL DEVELOPMENT

(Last taught: W94) §5331; prereq 1301 or equiv, 4 cr

Instructor: TEO A

General Ed Req: none

Processes of individual change from infancy through adolescence and the development of capacities for and influences of social relations. Includes research, methodology, and theoretical perspectives.

Class time: 60% lecture, 30% discussion, 10% active learning projects

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 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

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Workload: 20 pages of reading per week, 2 exams, 3 in-class assignments (requires some out-of-class preparation)

Grade: 30% mid-quarter exam(s), 30% final exam, 10% special projects, 30% problem solving

Exam format: multiple choice

CPSY 5302 INFANCY

(Last taught: W94) §3302; prereq 1301 or #, 4 cr

Instructor: NELSON C

General Ed Req: none

This course is designed to acquaint the student with the period of infancy, roughly the first two years of life. An attempt will be made to strike a balance between the formal study of infants as a valid scientific discipline, and practical knowledge of the infancy period. These goals will be accomplished primarily through class lectures and textbook readings, and partially through in-class "assignments." The goal of these assignments is to foster a more in-depth discussion of certain issues than is normally provided for in lectures. It is assumed that the textbook, in conjunction with the lectures, will provide much of the background necessary to discuss the issues raised in the handouts. There will be four such assignments distributed throughout the quarter. Approximately 30-45 minutes will be allocated for each such assignment. Depending on class size, groups of 4-8 students will be formed. A handout describing what will be required will be distributed to each group. The issues raised in this handout will be discussed by the group, and then presented by a group leader at the end of the class period. In cases where a consensus was not reached by the group, a minority report will also be presented by the party or parties involved

Class time: 95% lecture, 5% discussion

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: depends on size of class; usually multiple choice and short essay

CPSY 5329 GENETICS, ETHOLOGY, AND DEVELOPMENT

(Last taught: W94) prereq 1301 or equiv, 4 cr

Instructor: CHARLESWORTH W

General Ed Req: none

This course presents an overview of the role ethology (the study of behavior from a biological perspective), behavior genetics, and evolutionary theory play in our current understanding of children's behavior and development. This course deals with complex topics in complex ways, requiring students to think about many interacting factors that influence behavior. The emphasis of evolutionary theory is on the adaptive functions of behavior and development, an emphasis which raises fundamental questions about the utility of being young and immature, of being a male or female, of having the capacity to learn, and of creating and being influenced by culture. The textbook is difficult but comprehensive and moderately clear. The instructor works hard to clarify material in the textbook whenever necessary. This course is best for students who are willing to be open to new ideas and to work hard to master them. Having taken several courses in child psychology helps.

Class time: 70% lecture, 15% closed-circuit TV, 15% discussion

Workload: 22 pages of reading per week, 3 exams

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

Exam format: definitions, short essays

CPSY 5330 DIRECTED EXPERIENCES WITH CHILDREN

(Last taught: W94) prereq 3301, #, 4 cr

Instructor: MOONEY-MCLOONE

General Ed Req: none

Course goals: 1) to promote an understanding of the historical, philosophical, psychological, and social foundations of early childhood education; 2) to interpret and analyze research information in all domains as it pertains to preschool children; 3) to familiarize the students with different models of early childhood education as it pertains to: theory, philosophy, curriculum, the adult's role, the child's role; 4) to familiarize students with specialized areas and topics; 5) to familiarize students with various observation tools for interpreting children's behavior in a systematic manner; 6) to build an

understanding of professional ethics in recording children's behavior for the purpose of identifying individual needs and developing individual goals, appropriately guiding children, and evaluating children; 7) to build an understanding of legislation and public policy and its impact on children, families and programs for children. Required readings: "Annual Editions: Early Childhood Education" 1993-1994; Bentzen, W. 1993 "Seeing Young Children"

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 1 exam, 1 paper

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

Exam format: essay

CHINESE

CHN 1201 THE HERITAGE OF CHINA: THE EARLY PERIOD

(Last taught: S93) §Hum 1201, 4 cr

Instructor: QIAN N

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course surveys Chinese cultural heritage from the early period to Tang (21 century BC to 907 AD). The course is intended as a preparation for further study of a specific field in Chinese culture. It will introduce Chinese philosophy, religion, literature, and art in general, and will try to explore the linkage between different aspects and periods of Chinese culture, focusing especially on the interaction between Chinese philosophy and literature. The reading will cover two types of sources: 1) introductory essays (in English) on specific aspects of Chinese culture and 2) English translations of the original texts of Chinese philosophy, religion, literature, etc. Experts in Chinese philosophy, religion, literature, art, music, and archaeology will be invited to give lectures on certain topics.

Class time: 80% lecture, 20% discussion

Workload: 75 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 25% final exam, 25% written reports/papers, 25% in-class presentations

Exam format: multiple choice, essay

CHN 3021 INTERMEDIATE MODERN CHINESE

(Last taught: F93) prereq 1013, 5 cr

Instructor: DECKER M

General Ed Req: none

CHN 3021 is the first in a three quarter sequence of second year Mandarin Chinese. The primary textbook is "Kaiming Intermediate Chinese". This book is a conversation text which provides extensive dialogues in natural speech followed by various oral exercises. A videotape of the dialogue is used in class. The text is supplemented by reading passages selected by the instructor in order to build students' ability in written Chinese. Classroom instruction includes drill, question and answer sessions, grammar instruction, and translation. Requirements include frequent written quizzes, homework and composition writing, and oral performances or interviews. All aspects of language - reading, writing, listening and speaking are emphasized.

Class time: 10% lecture, 90% see detail description

Workload: 20 pages of reading per week, 1 exam, 2-3 short quizzes/wk, 1 written homework/wk, 1 oral performance/2 wks, 1-2 unit quiz/2 wk

Grade: 20% final exam, 16% written reports/papers, 30% quizzes, 25% in-class presentations, 2% class participation, 7% short in-class quizzes (5-10 minutes)

Exam format: translate Eng-Chi to Chi-Eng; situational questions; new text reading with content questions; listening comprehension; character recognition and definition; new things periodically

CHN 3023 INTERMEDIATE MODERN CHINESE

(Last taught: S93) prereq 3022, 5 cr

Instructor: DIETRICH M

General Ed Req: none

This course is designed to help students master the four basic skills (reading, writing, speaking and listening) at the intermediate level with an emphasis on speaking and listening. One of the main goals of this course is to develop the students communication skills in Chinese. Use of Chinese characters in reading and writing is required. The class is mostly conducted in Chinese, especially during recitation sections, students are expected to speak Chinese only. Textbook:

"Kaiming Intermediate Chinese" by Sun and Hutters and "Strong Stories from A Chinese Studio" by L.H.

Class time: 40% lecture, 60% language recitation section

Workload: 15 pages of reading per week, 9 exams, 2 papers, weekly character quizzes and written assignments, 4 written tests, 4 oral tests, 1 exam

Grade: 25% final exam, 15% written reports/papers, 10% quizzes, 30% written tests, 20% oral tests

Exam format: short answer, translation, short composition of dialogue

CHN 3031 INTRODUCTORY CLASSICAL CHINESE

(Last taught: F93) prereq 3023 or #, 4 cr

Instructor: WANG S

General Ed Req: none

This is an introductory course of Classical Chinese. In the first quarter the emphasis will be on the grammar of the language. This will be done inductively through reading exemplary texts. Exercises will be used to simulate use of the language in appropriate contexts.

Class time: 15% lecture, 85% discussion

Workload: 3 exams

Grade: 25% mid-quarter exam(s), 25% final exam, 25% quizzes, 25% class participation

Exam format: fill in translation

CHN 3032 INTRODUCTORY CLASSICAL CHINESE

(Last taught: W94) prereq 3031 or #, 4 cr

Instructor: WANG S

General Ed Req: none

This is the second quarter of a 3 quarter course. The textbook used is Harold Shadick's "A First Course in Literary Chinese". Most of the reading selections during this quarter are from the Classical period of China of 6th to 3rd Centuries B.C. Most classroom activities involve discussion of the grammar and cultural background of the readings. Homework assignments include translation exercises answering questions on the texts, etc.

Class time: 10% lecture, 90% discussion

Workload: 5 exams, translation exercises

Grade: 29% mid-quarter exam(s), 42% final exam, 30% quizzes

Exam format: fill-in, translation, sentence construction

CHN 3033 INTRODUCTORY CLASSICAL CHINESE

(Last taught: S93) prereq 3032 or #, 4 cr

Instructor: WANG S

General Ed Req: none

This is the third quarter of a sequence in Classical Chinese. Although grammar will still be dealt with, greater emphasis will be given to the interpretation of texts in cultural context. Major portion of the reading will be from the text of Mencius. As in previous quarters evaluation of student performance is based on quizzes and a final.

Class time: 5% lecture, 95% discussion

Workload: 5 pages of reading per week, 4 exams

Grade: 30% final exam, 70% quizzes

Exam format: multiple choice, fill-in, translation

CHN 3043 THIRD YEAR MODERN CHINESE

(Last taught: S93) prereq 3042, 4 cr

Instructor: LIU C

General Ed Req: none

This is the exit language course for students who are working towards a B.A. in Chinese. The texts are selected to prepare the students to do independent reading in vernacular Chinese: Yen Ren Chao's "Sayable Chinese", vol. 1 and 2. Chao's texts in traditional script provide training for students to master natural Chinese discourse. A supplementary

text, "Sanzi Jing", aims to give additional exercise in natural speech rhythm in Chinese. The course is structured to allow classroom discussion in Chinese, translation of English into Chinese, and composition in Chinese. There will be regular dictation exercises in class and a mid-term examination. A performance project and a written test will constitute the final examination.

CHN 5043 THIRD YEAR MODERN CHINESE

(Last taught: S93) prereq 3042, 4 cr

Instructor: LIU C

General Ed Req: none

This class is offered at the same time with Chn 3043. It is offered to enable graduate students from other disciplines to fulfil the language requirement in Chinese. The texts are selected to prepare the students to do independent reading in vernacular Chinese: Yen Ren Chao's "Sayable Chinese", vol. 1 and 2. Chao's texts in traditional script provide training for students to master natural Chinese discourse. A supplementary text, "Sanzi Jing", aims to give additional exercise in natural speech rhythm in Chinese. The course is structured to allow classroom discussion in Chinese, translation of English into Chinese, and composition in Chinese. There will be regular dictation exercises in class and a mid-term examination. A performance project and a written test will constitute the final examination. Undergraduate students are expected to register in Chn 3043.

CHN 5251 STRUCTURE OF STANDARD CHINESE

(Last taught: W93) prereq 1013, 4 cr

Instructor: WANG S

General Ed Req: none

This is a course on the grammar of modern standard Chinese (Mandarin). It presents an analysis of the structure of the language in light of its communicative functions. The textbook is "Mandarin Chinese - A Functional Reference Grammar" by Charles N. Li and Sandra A. Thompson. In addition to participation in classroom discussions, students are expected to show their analytic ability in problem-solving exercises. There is also a paper on a topic of the student's own choice within the sphere of modern Chinese grammar. The course ends with a final examination.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 1 exam, 1 paper

Grade: 50% final exam, 25% written reports/papers, 25% problem solving

Exam format: essay

CHN 5460 TOPICS IN CHINESE LITERATURE

(Last taught: S93) max 12 cr; prereq 3031, 4 cr

Instructor: QIAN N

General Ed Req: none

The "Shih-shuo hsin-yu" (A New Account of Tales of the World) is the most famous and influential Chinese anecdotal narrative. It resulted from a social practice, the criticism of personalities, during the Latter Han throughout the Eastern Chin period (roughly from the late 2nd century to the early 5th century). The author categorizes about one thousand three hundred historical anecdotes into thirty-six chapters, each bearing a two-character title which stands for a certain human type. The thirty-six chapter titles hence reflect the diverse personalities of the period, and the "Shih-shuo hsin-yu" therefore becomes the earliest Chinese character-writing extant. The course will focus on the narrative characteristics of the book. Students from the fields other than literature, however, are also encouraged to look at the "Shih-shuo hsin-yu" from other perspectives, since the book epitomizes almost all the aspects of an important period of Cultural break-down. Readings include selected episodes from the Chinese text of the "Shih-shuo hsin-yu", excerpts from relevant Chinese classics, Western and

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C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
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Chinese theoretical essays, and samples of Western character-writings.

Class time: 40% lecture, 60% discussion

Workload: 60 pages of reading per week, 1 paper

Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

CHN 5705 CHINESE FICTION IN THE MING AND QUING

(Last taught: W93) prereq 3033, 3043, 4 cr

Instructor: QIAN N

General Ed Req: none

This course will examine the basic characteristics of Chinese fiction of the Ming-Qing period, primarily through reference to a work that has been called a great compendium of traditional Chinese culture, the eighteenth-century novel 'Hong-lou meng' (Dream of the Red Chamber). In order that students may achieve better understanding of the novel through its cultural background, the reading of 'Hong-lou meng' will be accompanied with the familiarization of some relevant works of Chinese literature, art, history, and philosophy which have influenced the novel. During the term we will also consider issues in comparative narratology and their application to the Chinese case. Readings in connection with these issues will include both Western and Chinese theoretical essays and excerpts from a sixteenth-century Chinese novel "Jin ping mei" which is widely believed to have directly inspired the creation of 'Hong-lou meng'.

Class time: 40% lecture, 60% discussion

Workload: 60 pages of reading per week, 1 paper, presentation of paper project at class

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

CIVIL ENGINEERING

CE 3020 COMPUTER APPLICATIONS IN CIVIL ENGINEERING I

(Last taught: F93) prereq civil engineering, geo-engineering or mining engineering maj, Math 1231, 4 cr

Instructor: VOLLER V

General Ed Req: none

Computer Applications in Civil Engineering is focused on helping students learn how to formulate and solve civil engineering problems with the assistance of computer-based tools. In addition to learning the basics of writing computer programs in Pascal, students will learn how to use spreadsheets, databases and equation solvers. The entire course will be problem-based; that is, the emphasis will be on formulating and solving problems. Overall goals and expectations: 1) learn about civil engineering computer applications, master the concepts, principles and heuristics, develop skills for formulating and solving engineering problems; 2) improve skills for using tools (computers) for modeling and problem solving; 3) improve writing and speaking skills; 4) improve skills for working effectively with others. Criteria based grading.

Class time: 70% lecture, 10% laboratory, 20% group work

Workload: 2 exams, 5 papers

Grade: 25% mid-quarter exam(s), 25% final exam, 50% written reports/papers

Exam format: 3 problems; as a study aid a mock example exam is given out as a homework the week before.

CE 3200 INTRODUCTION TO TRANSPORTATION ENGINEERING

(Last taught: W94) prereq Phys 1251, IT stu, 4 cr

Instructor: DAVIS G

General Ed Req: none

This course provides an introductory overview of the techniques used in planning, designing and operating highways and streets. Basic physical laws of motion are used to relate a vehicle's weight, power and resistance to motion to its speed, and these relations are then used to develop constraints on the grades and curvatures used in highway design. Concepts of fatigue and failure are then introduced and used to develop a method for estimating the longevity of pavements. Principles of vehicle traffic flow are presented and used to estimate the highway capacity needed to serve a given travel demand, and to evaluate the performance of existing facilities. Finally, principles from

consumer choice theory are used to develop methods for estimating the demand for travel which a highway should satisfy. It is assumed that students will have taken beginning calculus and physics, and a basic understanding of probability will be helpful.

Class time: 75% lecture, 25% recitation

Workload: 30 pages of reading per week, 3 exams, 4-5 homework problems per week

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: definitions, problems, short answer essay

CE 3400 FLUID MECHANICS

(Last taught: W94) §AEM 5200; prereq Math 3261, AEM 1015 or AEM 3016, IT stu or forest products maj, 4 cr

Instructor: GULLIVER J

General Ed Req: none

This course is designed to introduce students to the application of engineering techniques in flowing fluids, including the pressure of static and flowing fluids, a description of fluids in motion, the forces of flowing fluids, pressure losses in pipes, resistance to flow by surfaces and lift and drag forces created by fluid flow. Text: Roberson, J. A. and C. T. Crowe, "Engineering Fluid Mechanics", Houghton-Mifflin.

Class time: 50% lecture, 50% laboratory

Workload: 40 pages of reading per week, 2 exams

Grade: 25% mid-quarter exam(s), 40% final exam, 25% lab work, 10% problem solving

Exam format: problem solving - open book and open notes

CE 3700 HOW TO MODEL IT: BUILDING MODELS TO SOLVE ENGINEERING PROBLEMS

(Last taught: W94) prereq IT Honors or #, 4 cr

Instructor: SMITH K

General Ed Req: none

Building Models to Solve Engineering Problems will focus on problem formulation, design and construction of models, and drawing conclusions from modeling results. Students will work in small groups on a number of problems selected from various engineering contexts. Students will learn how to use computer-based modeling tools, including spreadsheets and equation solvers. The entire course will be problem-based; that is, the emphasis will be on formulating and solving problems. Numerous problems will be given to introduce and help students learn engineering and modeling concepts, including: identification of variables and parameters, solution estimation, levels of representation, Occam's razor, modeling resolution, importance of purpose and context, time dependence, bounds, lumped parameters, differences between deterministic and stochastic models, use of diagrams and schematics for formulation, solution, and explanation, identification and incorporation of constraints, role of optimization, model verification and sensitivity analysis, how to compare models, representing and exploring trade-offs, qualitative and quantitative models, algorithm, heuristics, trade-offs, best change, state-of-the-art, rule to thumb, order of magnitude.

Class time: 30% lecture, 30% discussion, 40% small group problems solving

Workload: 20 pages of reading per week, 1 paper, 5 group projects

Grade: 25% written reports/papers, 25% special projects, 50% problem solving

CE 5021 COMPUTER APPLICATIONS IN CIVIL ENGINEERING II

(Last taught: W94) prereq 3020, Math 3261, or #, upper div civil engr, geo-engr or mining engr maj, 4 cr

Instructor: VOLLER V

General Ed Req: none

This is a follow on course from CE 3020. The focus of the course is the introduction and use of computational tools for solving engineering problems. Typically problem areas include: ground water flow, heat transfer, contamination transport, and structures. Numerical methods are the principal computational tools used for solving these problems with emphasis placed on the development and application of finite element methods. Students are expected to be able to write code in a standard language (e.g., Basic, FORTRAN C, Pascal) and be familiar with the use of spreadsheets. Participation in the course required that the students be comfortable with working in groups. Half of the grade is determined on group project reports (typically 5). The remainder of the grade is determined in open book mid-quarter and final exams.

Grading is usually made on a criteria basis.

Class time: 65% lecture, 30% discussion, 5% laboratory

Workload: 2 exams, 5 papers

Grade: 25% mid-quarter exam(s), 25% final exam, 45% written reports/papers, 5% class participation

Exam format: problems and solutions, some essays

CE 5097 ADVANCED DESIGN, ANALYSIS, RESEARCH OR TUTORIAL IN CIVIL ENGINEERING

(Last taught: F93) prereq approval of faculty adviser, 0 cr

Instructor: HEPWORTH M

General Ed Req: none

Physical and chemical principles and their application to unit operations and processes for recovery and recycle of solid and hazardous wastes. Remediation techniques on solid and hazardous wastes originating from manufacturing industries, municipal waste treatment plants, electric power utilities, and the mining industry; industrial speakers. Text: (available from Kinko Copy Center Dinky-Dome) "Vesilind". This book is out of print but the author will allow it to be copied with no royalty. It is of limited value, but for the price of copying, a useful supplement to the course.

Class time: 60% lecture, 20% discussion, 10% laboratory, 10% invited speakers

Workload: 20 pages of reading per week, 4 exams, 1 paper, homework assignments

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: multiple choice and problem solving

CE 5098 ADVANCED DESIGN, ANALYSIS, RESEARCH OR TUTORIAL IN CIVIL ENGINEERING

(Last taught: W94) prereq approval of faculty adviser, 0 cr

Instructor: HEPWORTH M

General Ed Req: none

Continuation of CE 5097 with emphasis on pyro-processing and high temperature treatment approaches; chemistry of high temperature systems; thermal incineration principles; novel approaches for elimination of ash in incinerators and utility coal burners via slagging combustion and vitrification; encapsulation of radioactive waste, developing technologies in high temperature treatment of hazardous wastes. Text: Brunner, Calvin R., "Handbook of Incineration Systems", 1991. Term Paper: Approximately 20 pages double-spaced on a topic related to high-temperature waste immobilization or disposal or alternatively ash treatment (can include ambient-temperature processing).

Workload: 20 pages of reading per week, 3 exams, 1 paper, 2 field trips and trip notes

Exam format: problem solving

CE 5401 WATER RESOURCES ENGINEERING

(Last taught: W94) prereq 3400 or #, IT or grad stu, 4 cr

Instructor: ARNDT R

General Ed Req: none

This is a practical introduction to water resources engineering that builds on the fluid mechanics principles laid down in CE 3400. The course covers flow in pipes and piping networks, open channel flow, hydraulic machinery and hydraulic measurements. Examples are drawn from problems in water supply, hydropower, drainage, river engineering and related topics. There are seven design exercises which must be completed and submitted in report form.

Workload: 35 pages of reading per week, 2 exams, 7 papers

Exam format: open book usually 4 problems

CE 5410 OPEN CHANNEL HYDRAULICS

(Last taught: F93) prereq 3400, 5401 or #, IT or grad stu, 4 cr

Instructor: ARNDT R

General Ed Req: none

This course builds on the principles of fluid mechanics learned in CE 3400. Course content covers the broad area of mechanics of flow in open channels including gradually varied, spatially varied and rapidly varied flow. Unsteady flow (waves and surges) and flow in alluvial channels are also covered. The open channel hydraulics laboratory is a substantial part of the course and is planned to complement the lectures. The objectives of the lab are to a) illustrate some principles of free surface flow, b) provide some experience in field and laboratory work and c) to become familiar with computer applications.

Class time: 60% lecture, 40% laboratory

Workload: 35 pages of reading per week, 3 exams, 6 lab reports

Grade: 40% final exam, 40% quizzes, 20% lab work

Exam format: 4 problems

CE 5425 GROUNDWATER MECHANICS

(Last taught: F93) prereq 3400 or #, IT or grad stu, 4 cr

Instructor: STRACK O

General Ed Req: none

Basic equations. Shallow confined and unconfined flows, two-dimensional flow in the vertical plane, and transient flow. Flow from rivers and lakes toward wells. Determination of streamlines and pathlines in two and three dimensions. Introduction to contaminant transport. Elementary computer modeling. Text used: "Groundwater Mechanics", O.D.L. Strack, 1989. The objective of the course is to instruct in the use of elementary methods to solve groundwater flow problems as encountered in the field.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 10 hours homework

Grade: 25% mid-quarter exam(s), 40% final exam, 35% quizzes

Exam format: 2 problems per exam

CE 5501 ANALYSIS AND DESIGN OF WASTEWATER SYSTEMS

(Last taught: F93) prereq Chem 1005, 3400 or #, IT stu or grad, 4 cr

Instructor: MAIER W

General Ed Req: none

Text: Metcalf and Eddy. Planning and engineering design considerations in developing wastewater disposal systems for urban centers. Volumes and quality of waste streams, treatment and ultimate disposal of domestic and industrial wastewaters, storm water run-off. Environmental effects, cost, and political aspects of ultimate disposal.

Class time: 75% lecture, 25% laboratory

Workload: 15 pages of reading per week, 2 exams, lab reports, homework problems

Grade: 40% mid-quarter exam(s), 20% final exam, 25% lab work, 15% problem solving

Exam format: problems and multiple choice and definitions

CE 5504 MASS TRANSPORT WITH ENVIRONMENTAL APPLICATIONS

(Last taught: F93) prereq IT upper div or grad stu, 3400, 4 cr

Instructor: GULLIVER J

General Ed Req: none

This course is designed for IT seniors and graduate students who are interested in the principles of mass transport and their application to environmental systems. The course deals with the hydrodynamics of mixing and transport, as well as the interaction of mixing and various reaction rate processes. Applications in the course will include water and wastewater treatment, groundwater pollution, and transport and

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- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
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mixing in rivers, lakes, and reservoirs.

Class time: 90% lecture, 10% discussion

Workload: 15 pages of reading per week, 2 exams, home problems approximately 5 hours/week

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

Exam format: problems: all exams are open book-open notes

CE 5510 SOLID AND HAZARDOUS WASTE MANAGEMENT

(Last taught: S93) prereq Chem 1052 or #, IT or grad stu, 4 cr

Instructor: HEPWORTH M

General Ed Req: none

Solid and hazardous wastes characterization, regulatory legislation, waste minimization, resource recovery, chemical, physical, and biological treatment, thermal processes, disposal practices. Analysis and design of systems for treatment and disposal; processing methods: size reduction, physical separation, chemical separation, biological treatment, combustion and incineration; examples of material recovery and reuse. Emphasis on unit operations and processes associated with recycle and recovery of values. Emphasis on engineering solutions to waste problems. Text: Wentz, Charles A. "Hazardous Waste Management" McGraw-Hill Chemical Engineering Series.

Class time: 50% lecture, 20% discussion, 20% laboratory, 10% invited lectures/videotapes

Workload: 20 pages of reading per week, 2 exams, average of 5 problems to be solved in group assignments

Grade: 25% mid-quarter exam(s), 40% final exam, 10% quizzes, 25% group assignments

Exam format: problems based upon homework assignments and lecture material, multiple choice

CE 5515 WATER AND WASTEWATER MICROBIOLOGY

(Last taught: W94) prereq IT or grad stu, Chem 1052 or #, 4 cr

Instructor: DWYER

General Ed Req: none

Role of microorganisms in environmental degradation and pollution control. Organism growth and selection in waste-water treatment systems. Pathogenic organisms in water supplies. System control using microbial based indicators.

Class time: 90% lecture, 10% discussion

Workload: 3 exams, problem assignment each week

Grade: 50% mid-quarter exam(s), 25% final exam, 25% problem solving

Exam format: true/false, multiple choice, essay

CE 5600 LINEAR STRUCTURAL SYSTEMS

(Last taught: F93) prereq AEM 1015, 3016, IT stu or grad, 4 cr

Instructor: GALAMBOS T

General Ed Req: none

This course focuses on the analysis of linear elastic structures such as trusses, beams and frames. It starts with the analysis of internal forces and deformations in statically determinate structures. Several of the most common methods of analysis are presented in this context. They form a basis for various techniques used in the analysis of more complicated, statically indeterminate structures, which are introduced in the second half of the course. This course is a prerequisite for several structural design courses. Design considerations are introduced by pointing out how the results obtained are used in the process of structural design. Emphasis is placed on the understanding of basic principles and on solving practical problems. Text used last time: "Elementary Theory of Structures" by Yuan-Yu Hsieh.

Class time: 80% lecture, 20% discussion

Workload: 15 pages of reading per week, 3 exams, weekly papers, weekly quizzes; homework consists of problem solving

Grade: 30% mid-quarter exam(s), 35% final exam, 20% written reports/papers, 15% quizzes

Exam format: solving about 4 problems within 2 hour exam

CE 5600 LINEAR STRUCTURAL SYSTEMS

(Last taught: W94) prereq AEM 1015, 3016, IT stu or grad, 4 cr

Instructor: STOLARSKI H

General Ed Req: none

The course emphasizes fundamentals of analysis of trusses and frames. Both understanding of basic principles and their application

in the solution of various problems is important. Even though the main part of the course is analytic, development of some engineering intuition is essential. Weekly homework, quizzes, two midterm exams and the final exam all consist of solving problems. The book selected for the winter quarter of 1994 is "Elementary Theory of Structures" by Yuan-Yu Hsieh, 3rd edition, Prentice Hall, 1988.

Class time: 80% lecture, 20% recitation

Workload: 3 exams, weekly homework and quizzes

Grade: 30% mid-quarter exam(s), 35% final exam, 15% quizzes, 20% problem solving

Exam format: solution of 4-5 structural analysis problems

CE 5602 TOPICS IN STRUCTURAL MECHANICS

(Last taught: F93) prereq 5600, AEM 3036, IT upper div stu or grad, 4 cr

Instructor: SHIELD C

General Ed Req: none

This course is a continuation of the material introduced in deformable body mechanics. The topics to be covered include introduction to the plane theory of elasticity, failure criteria, energy methods in structural mechanics, torsion of beams, unsymmetric bending of beams, beams on elastic foundation. Text: Cook and Young, "Advanced Mechanics of Materials".

Class time: 100% lecture

Workload: 1 exam, 1 homework per week

Grade: 30% mid-quarter exam(s), 35% final exam, 35% problem solving

Exam format: problem solving; derivations

CE 5603 INTRODUCTION TO CONSTRUCTION MATERIALS

(Last taught: W94) prereq IT upper div stu, AEM 3016, 4 cr

Instructor: FRENCH C

General Ed Req: none

This course is intended to give an introduction to the physical and behavioral characteristics of the most common engineering materials. The course combines short lectures with laboratory experiments to give students a better quantitative and qualitative knowledge of the important properties of structural materials.

Class time: 30% lecture, 70% laboratory

Workload: 50 pages of reading per week, 2 exams, 4-5 detailed lab reports, 4-6 homeworks

Grade: 10% quizzes, 40% lab work, 15% problem solving, 35% split between midquarter exam and final exam

Exam format: multiple choice, essay, problem solving

CE 5610 DESIGN OF METAL STRUCTURES: INTRODUCTION

(Last taught: F93) prereq 5600, 5603, upper division IT stu or grad, 4 cr

Instructor: HAJJAR J

General Ed Req: none

Study of design codes for steel structures, including load factor and working stress philosophies of design; material properties of structural metals; loads on civil structures; design of tension, compression, and flexural members and their connections. At recitation the professor presents solutions to design problems and discusses the procedures for designing steel structures with the students. A problem set consisting of a few design problems is due every week or two, and there is generally a final project consisting of the design of a small steel structure which is carried out in teams of two. Texts: McCormac, J.C., "Structural Steel Design: LRFD Method" 1989; AISC "Manual of Steel Construction: Load and Resistance Factor Design" 1st edition, 1986.

Class time: 80% lecture, 20% recitation/problem set solution

Workload: 20 pages of reading per week, 2 exams, 8 number of problem sets and projects

Grade: 25% mid-quarter exam(s), 35% final exam, 10% special projects, 30% problem solving

Exam format: solution of several design problems

CE 5610 DESIGN OF METAL STRUCTURES: INTRODUCTION

(Last taught: S93) prereq 5600, 5603, upper division IT stu or grad, 4 cr

Instructor: KITTREDGE C

General Ed Req: none

This is a beginning course in the design of steel structures. Topics discussed will include loads on civil structures, load resistance and factor design, design of tension, compression and flexural members and their connections, codes, and properties of structural metals.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 2 exams, 1 design project

Grade: 25% mid-quarter exam(s), 30% final exam, 10% special projects, 35% problem solving

Exam format: problem solving

CE 5612 DESIGN OF METAL STRUCTURES:

INTERMEDIATE

(Last taught: W94) prereq 5610, IT or grad stu, 4 cr

Instructor: GALAMBOS T

General Ed Req: none

This is an advanced undergraduate steel design course. We cover plate girder design, composite design, tension, frame stability, plastic design and connection design. The material is presented in lecture format. The class is divided into 4-man design groups, and they present the 5 or 6 small and the final major design project as a team. The final project is usually the complete design of an entire bridge or an entire multi-story building. Each team makes a professional oral presentation of their project at the end of the course. There is an open-book mid-term exam, but there is no final exams. The text used is Salmon and Johnson "Steel Structures", 3rd edition. This course is a lot of work, but the students can use their final projects to great advantage in job interviews.

Class time: 90% lecture, 10% discussion

Workload: one design (small) project for 6 weeks; one major design project; work in 4-man teams

Grade: 40% mid-quarter exam(s), 60% quizzes, includes presentation of major design project

Exam format: design problems

CE 5700 SYSTEMS ANALYSIS FOR CIVIL ENGINEERS

(Last taught: W94) §GeoE 5700; prereq IT upper div or grad, 4 cr

Instructor: SMITH K

General Ed Req: none

This course focusses on a broader "systems" approach to viewing problems with particular emphasis on the interactions among various perspectives—economic, technological, environmental, social, etc. The techniques of operations research—decision engineering, network analysis, simulation, linear programming, and expert systems—are used to represent systems, and especially to evaluate trade-offs. The entire course is problem-based, that is, the emphasis is on formulating and solving problems, and interpreting and evaluating the results. Computer-based tools (STORM 3.0, for example) are used. The instructional approach is a combination of lecture, discussion, experiential exercises, and small-group work.

Workload: 40 pages of reading per week, 2 exams, 2 papers, 4 small group projects

Exam format: problem solving

CE 5703 PROJECT MANAGEMENT

(Last taught: S93) prereq sr standing, IT maj, 4 cr

Instructor: SMITH K

General Ed Req: none

This course is an introductory course that covers broad areas of project management. It focuses on helping students develop a practical understanding of design and construction project management—including project planning, scheduling, and controlling; budgeting, staffing, task and cost control; and communicating with, motivating,

leading, and managing conflict among team members. Class sessions will be spent in group work, lectures, discussions, and experiential exercises.

Class time: 25% lecture, 25% discussion, 50% cooperative group work

Workload: 50 pages of reading per week, 2 exams, 1 paper, 4 group project reports

Grade: 10% mid-quarter exam(s), 20% final exam, 30% special projects, 40% problem solving

Exam format: problem solving, reasoning

CLASSICAL CIVILIZATION

CLCV 3510 GREAT BOOKS

(Last taught: S93) prereq jr or sr or Δ, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

To ancient Greece we owe the seminal works of two historically major literary forms of Western writing. Of monumental magnitude, perennial vitality, and worldwide familiarity through translation, the "Iliad" and the "Odyssey" have moved many persons of diverse cultures to sympathies and understanding that cross borders with ease and welcome. Like them, the surviving tragedies of 5th-century Athens retain their value, not only as the historical record of the cultural forces they incarnate, but as unique and brilliant dramatic articulations of the tragic experience that is one bond almost every human shares in some degree with every other. When the Ninegawa Company of Tokyo performs "Medea", Euripides lives anew—as of old. As Derek Walcott says within his "Omeros" to the Homer who shows him hell as Virgil showed Dante, I heard my mouth babbling as ice glazed over my chest. "The gods and the demi-gods aren't much use to us." "Forget the gods," Omeros growled, "and read the rest." Intensive study of c. 16 plays with supporting readings will emphasize full understanding—of significant dramatic action, reshaping of myth, and individual design, with attention also to contemporary contexts and antecedents, and to recent productions.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, c. 16 plays plus supporting secondary readings; quiz every class; optional papers

Grade: 30% mid-quarter exam(s), 55% final exam, 15% quizzes, optional papers factored in (10-40% according to number and length), worse not counted

Exam format: mostly essay, typically including synthesis, comparison and analysis of passages

CLCV 3950 TOPICS IN CLASSICAL CIVILIZATION: ISLAMIC CULTURE

(Last taught: F93) §ArtH 3017; prereq ClCv maj or #, 4 cr

Instructor: ASHER C

General Ed Req: none

This course will focus on the history of art from the inception of Islam to the 17th century throughout the Islamic world from Spain to India concentrating on developments in the Middle East. Attention will be given to the development of architecture, the most significant of all the Islamic art forms, as well as to painting and the so-called minor arts, especially ceramics. Special consideration will be given to the cultural, political and religious milieu under which individual works and monuments were created. In addition, the role of the patron will be considered when discussing the history, symbolic function and appearance of any work of art. While the material will be approached geographically and chronologically, an attempt will be made throughout the entire course to determine what features and themes unify the

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

diverse artistic trends and styles produced throughout the Islamic world. Texts: John Hoag, 'Islamic Architecture', Barbara Brend, 'Islamic Art'.

Class time: lecture in class, discussion in sections

Workload: 10 pages of reading per week, 2 exams, 1 paper, class attendance is important

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers, improvement is rewarded

Exam format: short essays

CLASSICS

CLAS 1005 AGE OF AUGUSTUS

(Last taught: S93) no prereq, 4 cr

Instructor: **ALCHERMES J**

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course outlines the political context in which Augustus laid the foundations of Roman imperial rule. The culture of the early Roman Empire is emphasized, with analysis of Augustan developments in sculpture, painting, architecture and urban design. Augustan literature is discussed, above all, Vergil's "Aeneid".

Class time: 80% lecture, 20% discussion

Workload: 60 pages of reading per week, 2 exams, 1 paper

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

Exam format: short answer, choice of essay

CLAS 1024 THE AGE OF SAINT AUGUSTINE OF HIPPO (363-CIRCA 500 A.D.)

(Last taught: W93) §3024, 4 cr

Instructor: **NICHOLSON O**

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to a formative period in the history of Europe and the Near East. The years 363-500 A.D. saw Christianity taking root as the dominant religion of the Roman Empire, it saw developing relations between Rome and Iran, it saw Western Europe invaded by the Germanic tribes which came eventually to form the nation states of modern Europe. We shall study these historical changes, we shall also consider in detail the writings of the two most influential authors of the period, Augustine's "Confessions" and Boethius's "Consolation of Philosophy". The emphasis of the reading will be on texts written at the time (translated into English). Everyone will write a paper on a topic tailored to the interests of the individual and discussed with the instructor. This will be history with the people left in, the study of a culture far distant in time but with preoccupations recognisable to us now.

Workload: 2 exams, 1 paper

Grade: 10% mid-quarter exam(s), 40% final exam, 50% written reports/papers

Exam format: "Gobbets" - passages from original sources in the reading on which the student is required to write brief comments in light of knowledge acquired.

CLAS 1042 GREEK AND ROMAN MYTHOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: **CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!**

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

Myths are stories expressing a (sub)culture's characteristic dreams, perceptions, ideals, taboos, and fears. Without them, there would be little art, less religion and society, and no history, because they give substance, form, coherence, and continuity to our beliefs, our visions, our interpretations, and our actions that are compelling enough to make us give them significance and structure. Owing to the perennial vitality of myth and art, the understanding and experience they afford are with us yet, nourishing now the roots of beliefs and feelings different but also descended from and otherwise related to our predecessors'. This course explores how the myths express their origins and purposes; what they say for themselves in the forms through which they reach us— epic, drama, lyric, romance, tale, anecdote; and the special value they have for us as objects and means of knowledge, and as sources of cognitive experience, in their legion incarnations in our culture, from early epics like two we study, Hesiod's Greek genealogical "Theogony" and Ovid's witty Roman "Metamorphoses", to films like Jean Cocteau's "Orphee" (1950) and

a 'multicultural', post-modern lyric-epic like Derek Walcott's "Omeros" (1990).

Class time: 66% lecture, 33% discussion

Workload: 2 exams, 2 papers, 4-5 books, weekly quiz, activity or project

Grade: 25% mid-quarter exam(s), 35% final exam, 20% written reports/papers, 10% special projects, 10% quizzes

Exam format: multiple choice, identification, matching, true/false

CLAS 1042 GREEK AND ROMAN MYTHOLOGY

(Last taught: S93) no prereq, 4 cr

Instructor: **ERICKSON G !!Morse Alumni Teaching Award Winner!!**

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

In the past, Classics 1042 was taught as a "mass course" consisting of lectures to a class of 500+ students. We believe that was a successful course in many ways, but the students, faculty, and TA's associated with the course were all aware of the deficiencies associated with such large courses: students felt as if they were simply numbers; there was practically no interaction between teacher and students; opportunity to question lecture or reading material was lacking. Starting in Fall '92 the course will have an improved format through assistance of a CLA grant for the improvement of large classes. Each student will enroll in a small section of 30 or less, to meet once per week, and attend 3 large lecture sections per week. The small sections will be more important than traditional "discussion" sections: all student records will be kept in that section, all tests will be administered there, several writing assignments or projects will be given there, and opportunities for in-depth discussion will be offered. Students will read Ovid's 'Metamorphoses', Achebe's 'Things Fall Apart', Scanlan's 'Greek Mythology', three plays by Euripides - 'The Bacchae', 'Hippolytus', and 'Medea', and a few short readings in a duplicated packet.

Class time: 75% lecture, 25% meet with small class sessions for discussion and a variety of other activities

Workload: 85 pages of reading per week, 2 exams, 4 other activities assigned in small class sections

Grade: 30% mid-quarter exam(s), 35% final exam, 35% small class unit

Exam format: Midquarters and finals are objective - matching and multiple choice. Participation in the small class unit will require some writing.

CLAS 1042H GREEK AND ROMAN MYTHOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: **CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!**

General Ed Req: none

Myths are stories expressing a (sub)culture's characteristic dreams, perceptions, ideals, taboos, and fears. Without them, there would be little art, less religion and society, and no history, because they give substance, form, coherence, and continuity to our beliefs, our visions, our interpretations, and our actions that are compelling enough to make us give them significance and structure. Owing to the perennial vitality of myth and art, the understanding and experience they afford are with us yet, nourishing now the roots of beliefs and feelings different but also descended from and otherwise related to our predecessors'. This course explores how the myths express their origins and purposes; what they say for themselves in the forms through which they reach us— epic, drama, lyric, romance, tale, anecdote; and the special value they have for us as objects and means of knowledge, and as sources of cognitive experience, in their legion incarnations in our culture, from early epics like two we study, Hesiod's Greek genealogical "Theogony" and Ovid's witty Roman "Metamorphoses", to films like Jean Cocteau's "Orphee" (1950) and a 'multicultural', post-modern lyric-epic like Derek Walcott's "Omeros" (1990).

Class time: 66% lecture, 33% discussion

Workload: 2 exams, 2 papers, 4-5 books, weekly quiz, activity or project

Grade: 25% mid-quarter exam(s), 35% final exam, 20% written reports/papers, 10% special projects, 10% quizzes

Exam format: multiple choice, identification, matching, true/false

CLAS 1042H GREEK AND ROMAN MYTHOLOGY

(Last taught: F92) no prereq, 4 cr
Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Please see the course description for 1042. Students in 1042H will be assigned to a special Honors small class section, which will be taught by the course instructor - a professor. In this section, activities and discussions appropriate to the Honors program will be conducted. The quantity of reading and writing will be similar to 1042; the quality of activities and the level of expected student performance will be commensurate with an Honors course.

CLAS 3024 THE AGE OF SAINT AUGUSTINE OF HIPPO

(Last taught: W93) §1024; prereq soph, 4 cr

Instructor: NICHOLSON O

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to a formative period in the history of Europe and the Near East. The years 363-500 A.D. saw Christianity taking root as the dominant religion of the Roman Empire, it saw developing relations between Rome and Iran, it saw Western Europe invaded by the Germanic tribes which came eventually to form the nation states of modern Europe. We shall study these historical changes, we shall also consider in detail the writings of the two most influential authors of the period, Augustine's "Confessions" and Boethius's "Consolation of Philosophy". The emphasis of the reading will be on texts written at the time (translated into English). Everyone will write a paper on a topic tailored to the interests of the individual and discussed with the instructor. This will be history with the people left in, the study of a culture far distant in time but with preoccupations recognisable to us now.

Workload: 2 exams, 1 paper

Grade: 10% mid-quarter exam(s), 40% final exam, 50% written reports/papers

Exam format: "Gobbets" - passages from original sources in the reading on which the student is required to write brief comments in light of knowledge acquired.

CLAS 3035 MYTHOLOGY IN WESTERN ART

(Last taught: W93) §ArH 3035, 4 cr

Instructor: MCNALLY S

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

Myths combine concern for concrete physical characteristics with determination to surpass physical limitations. Art has embodied this combination in various ways. This course examines some of the ways in which Greek and Roman myths have appeared in art. The first half of the course looks at art from Antiquity, divided into Faint Beginnings of mythological representation in early Greece, the Age of Heroes and Monsters, the Shaping of Narrative; Changes of Mood; and Extended Meanings. The second half of the course considers attitudes to classical myth during the Middle Ages, the Renaissance, and more recent times. The overall organization is chronological in order to relate works to their societies. Recurring characters and themes are also stressed. In class, we look at slides of major works, analyzing their contents, and considering relating it to their functions. Attendance in class is very important. Outside class, students do a short exercise and then write a paper, both analyzing works in the Minneapolis Institute of Arts.

Class time: 80% lecture, 10% discussion

Workload: 10 pages of reading per week, 2 exams, 2 papers, emphasis is on looking at images in class and outside

Grade: 25% mid-quarter exam(s), 40% final exam, 25% written reports/papers, 10% special projects, approximate: improvement etc

also considered

Exam format: short essays, mainly analysis of works

CLAS 3081 CLASSICAL EPIC IN TRANSLATION

(Last taught: W94) §5081, 4 cr

Instructor: KREVANS N

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This class will read and discuss three epics: the "Iliad" and "Odyssey" of Homer, and the "Aeneid" of Virgil. All reading will be in translation, although students with knowledge of Greek or Latin are encouraged to supplement by reading portions in the original language. The course aims to provide students with varying literary interests an overview of classical epic. Topics to be covered include the nature of oral poetry, the epic hero, human and divine action, types of epic narrative, and changing modern readings of Homer and Virgil. Students will write a series of very short papers for class which will form the basis for class discussion.

Class time: 40% lecture, 60% discussion

Workload: 1 exam, 8 papers

Grade: 30% mid-quarter exam(s), 50% written reports/papers, 20% class participation

Exam format: essay

CLAS 3082 GREEK TRAGEDY IN TRANSLATION

(Last taught: S93) §5082, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

To ancient Greece we own the seminal works of two historically major literary forms of Western writing. Of monumental magnitude, perennial vitality, and worldwide familiarity through translation, the "Iliad" and the "Odyssey" have moved many persons of diverse cultures to sympathies and understanding that cross borders with ease and welcome. Like them, the surviving tragedies of 5th-century Athens retain their value, not only as the historical record of the cultural forces they incarnate, but as unique and brilliant dramatic articulations of the tragic experience that is one bond almost every human shares in some degree with every other. When the Ninegawa Company of Tokyo performs "Medea", Euripides lives anew—as of old. As Derek Walcott says within his "Omeros" to the Homer who shows him hell as Virgil showed Dante, I heard my mouth babbling as ice glazed over my chest. "The gods and the demi-gods aren't much use to us." "Forget the gods," Omeros growled, "and read the rest." Intensive study of c. 16 plays with supporting readings will emphasize full understanding—of significant dramatic action, reshaping of myth, and individual design, with attention also to contemporary contexts and antecedents, and to recent productions.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, c. 16 plays plus supporting secondary readings; quiz every class; optional papers

Grade: 30% mid-quarter exam(s), 55% final exam, 15% quizzes, optional papers factored in (10-40% according to number and length), worse not counted

Exam format: mostly essay, typically including synthesis, comparison and analysis of passages

CLAS 5081 CLASSICAL EPIC IN TRANSLATION

(Last taught: W94) §3081, 4 cr

Instructor: KREVANS N

General Ed Req: none

This class will read and discuss three epics: the "Iliad" and "Odyssey" of Homer, and the "Aeneid" of Virgil. All reading will be in translation, although students with knowledge of Greek or Latin are encouraged to supplement by reading portions in the original language. The

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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course aims to provide students with varying literary interests an overview of classical epic. Topics to be covered include the nature of oral poetry, the epic hero, human and divine action, types of epic narrative, and changing modern readings of Homer and Virgil. Students will write a series of very short papers for class which will form the basis for class discussion.

Class time: 40% lecture, 60% discussion

Workload: 1 exam, 8 papers

Grade: 30% mid-quarter exam(s), 50% written reports/papers, 20% class participation

Exam format: essay

CLAS 5082 GREEK TRAGEDY IN TRANSLATION

(Last taught: S93) §3082, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

For full description see Clas 3082: GREEK TRAGEDY IN TRANSLATION

Class time: 50% lecture, 50% discussion

Workload: 2 exams, 1 paper, c. 16 plays plus supporting secondary readings; quiz every class

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% quizzes, higher overall performance expected than for 3940

Exam format: mostly essay, typically including synthesis, comparison and analysis of passages

CLAS 5105 ROMAN PAINTING AND MOSAICS

(Last taught: W94) §ArH 5105; prereq jr or #, 5 cr

Instructor: MCNALLY S

General Ed Req: none

Our knowledge of Roman painting comes primarily from the houses of Pompeii and other sites around the gulf of Naples. In this course we will concentrate on looking at these examples where we can often see specific works in their larger original context. The lectures will emphasize the issues such as: what questions do we ask about Roman painting, how well can we answer them, how do we try to obtain answers? Students will confront these issues by doing research in-depth on a single example.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, 1 paper

Grade: 10% mid-quarter exam(s), 40% final exam, 50% written reports/papers

Exam format: essay

COMMUNICATION DISORDERS

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr

Instructor: CARLSTROM J

General Ed Req: none

This observation is open to only one student per quarter and is designed for students interested in pursuing an M.A. in audiology. Twenty-five hours of clinical observation are accrued. The student is expected to document observation experiences and write a short summary (2-4 pages) upon completion of the course. Completion or concurrent registration of CDIS 5701 (Hearing Loss and Audiometry) is advised. Grading is S-N only.

Class time: 10% discussion, 90% observation of clinical practice in audiology

Workload: 1 paper

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

Exam format: no exams

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr

Instructor: DOYLE S

General Ed Req: none

This two credit (S-N only) course provides an opportunity for students to observe evaluation and intervention sessions, for children or adults who have mild to moderate speech and language deficits. Students observe these sessions in an observation facility adjacent to the test

room. Students are required to complete short summaries of their observations and prepare a short paper at the end of the quarter. Students are required to complete 25 hours of observation during the quarter.

Class time: 10% discussion, 90% observation of clinical sessions

Workload: 1 paper, A brief summary form is required for each observation

Grade: 100% completion of observation hours and paper

Exam format: None

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr

Instructor: HAROLDSON S

General Ed Req: none

This registration offers the student an opportunity to observe and participate in two clinical areas: stuttering and laryngectomy. The format is primarily group process in which adult clients gather in a setting focused on changing communication behavior. Some additional opportunities may exist off campus providing further exposure to different communicative settings. Students must earn a minimum of 25 hours of contact during a given quarter. Grading is S/N only.

Class time: 100% observation and interaction with clients

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr

Instructor: HINDERSCHHEIT J

General Ed Req: none

Students will be expected to complete 25 hours of direct, on-site observation of the delivery of speech-language pathology services in schools, hospitals or rehabilitation centers. Students typically observe in 2 or 3 different settings. Settings are determined after consultation with the instructor. Students are expected to keep a log documenting their observations. A 3-4 page paper summarizing the experience is due at the end of the quarter.

Class time: 100% observation of speech-language pathology assessment and treatment off-campus

Workload: an average of 2.5 hours of observation per week

Grade: 50% written reports/papers, 25% 25 hours of observation; S/N only

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: F93) prereq Δ, 2 cr

Instructor: HINDERSCHHEIT L

General Ed Req: none

Students will meet with me at the beginning of the quarter (or, preferably, the end of the previous quarter). They will let me know what some of their interests are in the field of speech-language pathology. I will then provide the names and phone numbers of approximately 3 speech-language pathologists in medical, school, and/or rehabilitation sites in the community. Students will set up observations with these professionals. Students need to complete a minimum of 25 hours of observation. A log of these experiences will be required. A short paper (3-5 pages), describing what the student learned from these experiences, is also required. Grading is S/N only.

Class time: 100% arranged observation in the community

Workload: 100% observing off-campus an average of 2-3 hours/week

Grade: 100% satisfactory completion of observation log and paper

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr

Instructor(s): STARR C, MOLLER K

General Ed Req: none

This course offers students interested in speech pathology an opportunity to observe clinical activities in a multidisciplinary setting. Students spend 4 hours per week in the clinic. They have opportunities to participate in the discussions of persons being seen. They write a brief paper summarizing their observations.

Class time: 100% observations-discussion

Grade: 5% written reports/papers, 95% observations-discussions

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr
Instructor(s): STARR C, MOLLER K
General Ed Req: none

This course is primarily for clinical observation. Students observe speech pathologies and graduate students carrying out evaluations and treatment of persons with voice disorders. Approximately 4 hours per week are required. Hours are scheduled on late Thursday afternoons, or when clients are available. This course is taken by students majoring in communication disorders.

Class time: 90% clinical observation

Workload: 1 paper

Grade: 15% written reports/papers, 85% attendance and discussion in clinics

Exam format: none

CDIS 3100 CLINICAL AND RESEARCH OBSERVATION

(Last taught: W94) prereq Δ, 2 cr
Instructor: VAN DEUSEN D
General Ed Req: none

This registration is designed for undergraduate students seeking observation of audiological evaluations. Twenty-five hours of observation are accrued on or off campus, depending on the students interests. This course is ideal for students considering pursuit of a master's degree in audiology. Completion or concurrent registration of CDIS 5701 (Hearing loss and Audiometry) is advised. Students are required to submit a 3-5 page paper upon completion of the course. Grading is S-N only.

Class time: 100% observation and discussion

Workload: 1 paper, 25 hours observation

Grade: 100% satisfactory completion of observation log and paper

Exam format: no exams

CDIS 5101

(Last taught: S93) no prereq, cr
Instructor: DOYLE S
General Ed Req: none

This course, for non-speech and hearing science majors, is designed to provide basic information about communication problems in children. Topics include delayed language development, hearing impairment, articulation/phonological impairment, stuttering, voice disorders, cleft palate, and language problems associated with learning disabilities. This course may be particularly interesting to students from psychology, child psychology, educational psychology, and nursing. Selected topics are taught by various faculty from the Department of Communication Disorders.

Class time: 70% lecture, 10% discussion, 20% audiotape and videotape demonstrations

Workload: 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: short answer

CDIS 5301 INTRODUCTION TO ACOUSTICS

(Last taught: F93) no prereq, 5 cr
Instructor: SPEAKS C !!CLA Distinguished Teacher Award!!
General Ed Req: none

Why is a "sonic boom" created when an airplane exceeds the speed of sound? Why is a foghorn designed to emit a low-pitched sound instead of a high-pitched whistle? If you are hunting in the woods, why is your distant prey more likely to hear you if it is downwind from you? How do "whispering galleries" work? In what ways do echoes off a canyon

wall behave like billiard balls bounding off rails on the billiard table? When you contemplate purchasing a stereo system, what does the salesperson mean by terms such as frequency response, noise floor, dynamic range, signal-to-noise ratio, decibels, percentage harmonic distortion, and so on? The course is designed to teach the fundamental concepts of acoustics, particularly for students in the behavioral and social sciences.

Class time: 90% lecture, 10% demonstration

Workload: 30 pages of reading per week, 3 exams

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: multiple-choice

CDIS 5303 PHONETICS LABORATORY

(Last taught: F93) no prereq, 2 cr
Instructor: BROEN P

General Ed Req: none

This course has two major goals. When you complete the course you should be able to phonemically transcribe American English at a rate of 4 to 8 words per minute using a modified form of the International Phonetic Alphabet (IPA) and you should understand, in a general way, how the sounds of speech are produced and the variations that normally occur in their production. In addition, you will have an opportunity to transcribe speech produced by individuals with a variety of speech disorders.

Class time: 50% lecture, 50% in-class transcription practice

Workload: 3 exams, work in the Learning Resource Center -transcription, two mid-quarter exams.

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

Exam format: transcription and short answer questions

CDIS 5304 SPEECH SCIENCE

(Last taught: W94) prereq 5301, 5302, 5303 or #, 4 cr
Instructor: SPEAKS C !!CLA Distinguished Teacher Award!!
General Ed Req: none

Acoustic characteristics of speech (waveform and amplitude spectrum). Factors governing the intelligibility of speech. Review of research on speech perception.

Workload: 30 pages of reading per week, 2 exams

Exam format: mostly multiple choice

CDIS 5305 LANGUAGE ACQUISITION

(Last taught: F93) no prereq, 4 cr
Instructor: WINDSOR J
General Ed Req: none

This course deals with typical native language acquisition and development throughout the lifespan. The focus will be on semantics (meaning), morphology and syntax (grammar) and pragmatics (use) of language. So as to provide a broad theoretical and practical understanding of the nature of language acquisition, the influence of gender, class, race, and culture on language development will be discussed in the context of a variety of dialects, languages, and registers.

Class time: 50% lecture, 25% discussion, 25% small group activities

Workload: 20 pages of reading per week, 2 exams, class presentation is required, graded as satisfactory/not satisfactory.

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice and short answer

CDIS 5507 CLEFT PALATE, ORAL-FACIAL ANOMALIES AND SPEECH

(Last taught: F93) prereq 5304, 5504, or #, 4 cr
Instructor: STARR C
General Ed Req: none

This course is designed for students majoring in Communication Disorders and may be taken by others interested in careers that serve

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

persons with handicaps. Cleft palate is a congenital defect that may affect speech, language and hearing development. Treatment is provided by speech-language pathologists, audiologists, psychologists, surgeons, dentists and geneticists. This course deals with the concerns of persons with cleft palate and those that serve them. Lectures focus on speech, language and hearing problems and their interdisciplinary treatment. Students observe clinic activities.

Class time: 80% lecture, 10% discussion, 10% clinical observations
Workload: 40 pages of reading per week, 2 exams, 1 paper, clinic observations

Grade: 5% final exam, 45% written reports/papers, 20% special projects

Exam format: multiple choice and essay

CDIS 5508 VOICE DISORDERS

(Last taught: W94) prereq 5304 or #, 4 cr

Instructor(s): STARR C, HAROLDSON S

General Ed Req: none

This course offers students an opportunity to learn about the human voice as it is used in speaking and singing, including its physical basis, acoustic characteristics and changes with age. A major portion of the course focuses on voice disorders and approaches to their treatment. Teaching methods include lectures and discussions. Extensive audio visual materials are used. Most of the students enrolled are speech pathology majors, but students interested in voice for other reasons are welcome.

Class time: 80% lecture, 10% discussion, 10% laboratory

Workload: 30 pages of reading per week, 2 exams, 1 paper

Grade: 35% mid-quarter exam(s), 45% final exam, 20% written reports/papers

Exam format: combination of multiple choice and essay

CDIS 5701 HEARING LOSS AND AUDIOMETRY

(Last taught: W94) prereq 5301, 5302, or #, 5 cr

Instructor: SCHLAUCH R

General Ed Req: none

The goal of this course is to introduce students to the theory and methods of hearing testing. The course begins with a review of the fundamentals of acoustics. Then, students are introduced to behavioral and physiological techniques for assessing hearing. The last section of the course covers hearing pathologies, including a film of microsurgery of the middle ear. Typical patterns of results on various tests for pathologies such as noise-induced hearing loss, hearing loss due to age, middle ear inflammation, facial nerve paralysis and brain tumors will be discussed. This class differs from most undergraduate courses in that students are offered a laboratory to apply methods discussed in class.

Class time: 80% lecture, 20% laboratory

Workload: 30 pages of reading per week, 2 exams, weekly lab assignments

Grade: 40% mid-quarter exam(s), 40% final exam, 10% lab work, 10% lab practical exam

Exam format: multiple choice, short answer, definitions, problem solving questions

CDIS 5900 TOPICS IN COMMUNICATION DISORDERS: CLINICAL ISSUES AND PROCEDURES

(Last taught: S93) prereq sr or grad stu, 2 cr

Instructor: DAVIS J

General Ed Req: none

This course is designed for students and professionals in the fields of speech pathology and audiology seeking to enhance their counseling skills. Each class will include lecture, video analysis and small group practice of counseling skills. Topics of discussion will include psychosocial effects of communication disorders, the impact of a disability on the family system and barriers to effective counseling. Students will participate in a video to demonstrate counseling skills as a final project.

Class time: 60% lecture, 10% discussion, 30% video analysis

Workload: 35 pages of reading per week, 1 exam, 3 papers, 1 small group project

Grade: 50% final exam, 30% written reports/papers, 20% special projects

Exam format: multiple choice, short answer, essay

CDIS 5900 TOPICS IN COMMUNICATION DISORDERS: CLINICAL ISSUES AND PROCEDURES

(Last taught: F93) prereq sr or grad stu, 2 cr

Instructor: HINDERSCHETT L

General Ed Req: none

This course is designed to give students who are interested in becoming speech-language pathologists, audiologists, or professionals in related fields, an overview of current procedures in clinical practice. Students will learn about due process procedures of public schools, third party reimbursement basics, how to write measurable objectives and measure progress. Current issues such as registration and licensure; changes in service delivery options; and interpersonal communication with other professionals, supervisors and families, will also be discussed.

Class time: 65% lecture, 10% discussion, 25% small group projects in class

Workload: 20 pages of reading per week, 2 exams, 3 small projects completed outside of class

Grade: 20% mid-quarter exam(s), 20% final exam, 5% class participation, 55% problem solving

Exam format: short essay (approximately 6)

COMPARATIVE LITERATURE

CLIT 3910 ISSUES IN THE STUDY OF LITERATURE

(Last taught: S93) no prereq, 1-4 cr

Instructor: STOCK A

General Ed Req: none

This course is designed to examine the connections between politics and cultural expression in 20th century Spain. Students will explore the ways in which poetry, cinema, painting, drama, architecture and fiction not only reflect but actually participate in shaping the events in recent Spanish history. Of particular interest are those figures who work in more than one artistic medium: Jose Bigas Luna, Rafael Alberti, Federico Garcia Lorca, Pilar Miro and Juan Gris, to name a few. For students with some proficiency in reading, writing, speaking and understanding Spanish.

Class time: 10% lecture, 30% discussion, 20% film screening; 40% group work

Workload: 50 pages of reading per week, 3 papers, 1 group project

Grade: 60% written reports/papers, 20% special projects, 20% class participation

Exam format: no exams

CLIT 3920 ANALYSIS OF DISCURSIVE FORMS

(Last taught: F92) no prereq, 1-4 cr

Instructor: CHOW R

General Ed Req: none

This is a course on the films of Hitchcock. I want my students to 1) see some of these famous films; 2) learn to read what Hitchcock critics have written about his works, and 3) learn how the issues of gender, film-criticism, and film-making are interrelated. I lecture most of the time but always allow time for questions and discussions. Students should, I think, learn how to read and think independently, use a course like this to reflect on general cultural issues rather than simply as an occasion to watch films.

Class time: 80% lecture, 20% discussion

Workload: 80 pages of reading per week, 2 papers

Grade: 100% written reports/papers

CLIT 3979 ISSUES IN CULTURAL PLURALISM

(Last taught: F92) §AmSt 3113, 4 cr

Instructor: SARLES H

General Ed Req: none

This course begins with a set of issues or questions relating to justice and equality (who is a person; Declaration of Independence-Constitution) and examines the reasons, senses and actualities of inequality in America. Certain issues are ancient (individual/society; change/external) and affect how we think about ourselves and others; other issues have to do with certain cycles-especially of racism as at the present moment. What is cyclical, what new; how do we distinguish. To explore ourselves and others, we will pursue the path of Boas Cultural Anthropology; language, "race", and culture in this order, asking who am I/we - who are "others" throughout. How can we see through our categories to see one another in some wholeness. The

course is taught in the form of a (socratic) dialogue; readings are in a packet (\$7-\$10). Dialogue, done well, requires thoughtful participation of teacher and students.

Class time: 100% dialogue

Workload: short essay or "projects"

Grade: 100% written reports/papers

Exam format: no exams - 2 essays/projects

CLIT 5147 TEACHING AS DIALOGUE

(Last taught: F93) no prereq, 4 cr

Instructor: SARLES H

General Ed Req: none

This course is just what its title says: a dialogue upon teaching. The class will read and engage in dialogue, reflectively considering or critiquing its own dialogue. Topics include a defense of the idea of the teacher; a critical look at the asymmetry between teacher and students; some sample dialogues; questions of judgment and grading; how to teach conceptually toward student becoming self-teachers. We will read Paulo Freire's "Pedagogy of the Oppressed" as well as Prof. Sarles' newly published book, "Teaching as Dialogue."

Class time: 100% discussion

Workload: 40 pages of reading per week, 1 paper or project

Grade: 100% written reports/papers

CLIT 5221 BASIC CONCEPTS OF CINEMA

(Last taught: W94) no prereq, 4 cr

Instructor: MOWITT J

General Ed Req: none

Essentially, this will be a course in theory and method. Within the context of three general rubrics: 1) mode of production, or industry; 2) apparatus, or the technology of cinematic experience; 3) text, or the network of filmic systems (narrative, image, sound). We will examine a set of concepts (genre, gaze, suture, enunciation, sexual and racial difference, domination, resistance, etc.) that have emerged over the past decades as some of the most powerful interpretive tools available for the practice of film analysis. Our emphasis will not be on the appreciation of film, but rather, on what is at stake in the act of critical "reading." Thus, the class will serve as a context for testing our ability to make sense of film texts, while also giving us the opportunity to explore how sense is made within the discipline of film studies.

Workload: 35 pages of reading per week, 2 papers

CLIT 5910 TOPICS IN COMPARATIVE LITERATURE: MICHEL FOUCAULT

(Last taught: S93) prereq reading knowledge of French or German or Spanish, or #, 4 cr

Instructor: SARLES H

General Ed Req: none

This course will explore the subject and scope of Cultural Studies. Method will be a teaching dialogue and interviews of various faculty members in CSCL who will each present their ideas of cultural studies: a subject in some flux. Books to be read (in part at least) include: Clifford "The Predicament of Culture" and Clifford and Morens "Writing Culture". Various other approaches (High vs. Pop Culture; Culture vs. Politics), etc will be explored in reading and discussion. A short mid-quarter paper and a final longer paper will be required.

Class time: 100% dialogue and interviews

Workload: 2 papers

Grade: 100% written reports/papers

Exam format: 2 papers - form is open for discussion

COMPARATIVE STUDIES IN DIS/SOC

CSDS 5711 INTERPRETATION OF MYTH

(Last taught: W93) §RelS 5111, Hum 5711; prereq jr or sr or grad, 4 cr

Instructor: LINCOLN B

General Ed Req: none

Myths have variously been treated as true stories, false stories, stories people tell themselves about themselves, social charters, logical structures, sacred memories, and semiological systems, to name but a few of the ways in which scholars and others have attempted to make sense out of those fascinating but bewildering tales they are prone to call "myth." This class will explore these and other interpretive models, each of which construes the category of the mythic somewhat differently, testing them against primary sources drawn from Africa, India, Melanesia, South America, Greece, Rome, the Bible, and the world of soap operas. Ultimately, we will focus upon the nature of myth as an authoritative mode of narrative discourse, paying particular attention to its sociopolitical agency.

Class time: 100% discussion

Workload: 100 pages of reading per week, 2 papers

Grade: 100% written reports/papers

COMPOSITION AND COMMUNICATION

COMP 1011 WRITING PRACTICE I

(Last taught: W94) prereq assignment to category 2 or 3, 5 cr

Instructor: STAFF

General Ed Req: none

This course is a writing workshop designed to help students explore the writing process and discover how they can communicate clearly and effectively. Students explore the ways writing helps them to clarify and express ideas, to learn, to discover and to explore, and to communicate clearly. The course emphasizes the writing process—the selection, organization, and articulation of thought—as well as critical reading and thinking skills. Emphasis is also placed on analyzing intended audiences and purposes of various writing situations. Students will work to develop individual and collaborative writing strategies applicable to a wide range of writing situations, including but not limited to writing in the university. Class time is spent largely in a variety of discussion sessions and various in-class writing activities designed to explore the thinking and writing process. Writing assignments may include summaries, critiques, research projects, essays, cultural critiques, writing notebooks, or journals. Note: This course is taught by many different instructors throughout the year, the specific nature of each section will vary somewhat depending on the instructor.

Class time: 20% lecture, 40% discussion, 40% writing workshop

Workload: 20 pages of reading per week, 10-15 pages of polished writing, writing notebooks

Grade: 70% written reports/papers, 30% writing process

COMP 1011H WRITING PRACTICE I

(Last taught: F93) prereq assignment to category 2 or 3, honors student, 5 cr

Instructor: STAFF

General Ed Req: none

This course is a more rigorous version of Comp 1011 designed for students in the Honors Program. Typically, students are expected to do more reading and writing and grading standards are raised appropriately. Course enrollment is limited to 16.

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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COMP 1027 INTERMEDIATE EXPOSITORY WRITING

(Last taught: W94) prereq fulfillment of Writing Practice req, 4 cr

Instructor: STAFF

General Ed Req: none

This course exposes students to the range of options they have available to them as writers, and encourages a realization that successful or effective writing which takes these options into account. It teaches students to ask and answer the question: Given the audience and the context of this writing situation, what am I really being asked to do, and what choices can I make in terms of tone, style, organization, and content to make this as effective as possible? In accomplishing this goal, students read, analyze, and produce a variety of different rhetorical styles. The course focuses primarily on the writing that students will face for the remainder of their academic career—essay exams, research papers, literature reviews, and reports of various sorts. Many sections include an introduction to general research and library techniques.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3011 WRITING ABOUT LITERATURE

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, 4 cr

Instructor: STAFF

General Ed Req: none

The main focus of this course is on presenting the active reading of literary works (poems, plays, fiction), in literary commentary and criticism, primarily for academic audiences. Through additional use of secondary sources and exploration of different theoretical and critical approaches to literature, students take their place in a three-way dialogue among their own ideas, established criticism, and a literary text itself. Assignments include frequent (brief) written, journal-type responses to texts, explications of poems, analyses of short or long fiction, and/or a research project. For majors in Classics, English, French & Italian, German, Spanish & Portuguese, Humanities, Journalism, Speech, Theatre Arts, and other literature programs and area studies. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3012 WRITING IN THE HUMANITIES

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, 4 cr

Instructor: STAFF

General Ed Req: none

This course is designed to help students link disciplinary interests and knowledge of new writing situations in the humanities. Students will become more conscious of the cultural, social and professional assumptions of their audiences, of the writers they read, and of themselves as writers. The course aims to make the process of writing in the humanities interesting and purposeful while increasing students' proficiency as writers in their disciplines. Students may practice summarizing and paraphrasing complex texts; drafting and extensively revising their work; and commenting on the work of fellow class members. Many instructors require a research paper. The course is usually taken by students in Anthropology, Art History, Geography, History, Humanities, International Relations, Philosophy, Political Science, and Area Studies. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3013 WRITING FOR THE ARTS

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, 4 cr

Instructor: STAFF

General Ed Req: none

The first goal of this course is for students to recognize the degree to which the visual and performing arts depend on the printed word for their existence in our society. Reviews, criticism, and grant applica-

tions all play important roles, and are included in the assignments. The second major goal is for students to recognize the interaction among their three roles—artist, audience member, and critic—and to find voices in each which balance subjective response and academic analysis. As artists, the students will practice describing their own work accurately and to explain what it “means” to them and what they hope it “says” to an audience. As audience members, students will practice describing the work of others from the view of their own artistic practice and of the general public. As critics, they will practice expressing their judgment about works of art, and recognizing the emotional, ethical, and political dimensions of such judgments.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3014 WRITING IN THE SOCIAL SCIENCES

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, 4 cr

Instructor: STAFF

General Ed Req: none

Recognizing the role of social sciences writing as a way to communicate knowledge about individual and collective human behavior, attention is paid to different research styles and methods in the disciplines. Assignments involve multidisciplinary perspectives on common social issues, descriptions of behavior, and analyses of quantitative data. They may include literature reviews, research proposals and projects, case studies, and theoretical arguments. For majors in Communications Disorders, Psychology, Sociology, Economics, Political Science, and International Relations. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3015 WRITING ABOUT SCIENCE

(Last taught: W94) prereq fulfillment of writing practice req, jr, 4 cr

Instructor: STAFF

General Ed Req: none

This course is designed to familiarize students with the close connection between writing and the practice of science. The course emphasizes an awareness of science as a form of communication in which professionals create and mediate knowledge through written discourse. By practicing critical reading skills, students learn how different rhetorical strategies are effective in different contexts. Reading materials range from those written for a technical audience to those written for the general public. Writing assignments may include description papers, scientific papers, book or article reviews, grant proposals, and literature reviews. Coursework typically requires extensive drafting and revising and per critiques. The course is designed mainly for CLA and IT majors in Communication Disorders, Statistics, Chemistry, Mathematics, Physics, Computer Science, and Biological Sciences. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop

Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3022 CRITICAL READING AND WRITING FOR MANAGEMENT

(Last taught: W94) prereq 1011 or equiv, Mgmt or Pre-Mgmt stu with more than 60 credits, 4 cr

Instructor: STAFF

General Ed Req: none

The major goal of this course is to help students develop critical reading and thinking skills, and to strengthen their writing on business-related issues by incorporating these skills. Students accomplish this goal by working intensively with reading from a variety of business and non-business sources which address current issues, and by writing essays which draw on this information. “Critical reading” includes traditional criteria for evaluating proofs and arguments—logic, persuasiveness, and power—as well as a broader view of reading which includes understanding the writer’s position and the

role of the audience in shaping the text, and recognizing that ambiguity and uncertainty are often appropriate and welcome ways to characterize the world and its peoples. Frequent writing tasks include summaries, abstracts, critical analyses, audience analyses, and comparison-and-contrast papers. More formal assignments incorporate narrative, descriptive, analytical, and persuasive techniques into expository writing on business-related or public-policy topics.

Class time: 30% lecture, 50% discussion, 20% writing workshop
Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3027 ADVANCED EXPOSITORY WRITING

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, 4 cr
Instructor: STAFF

General Ed Req: none

The most general of the upper-division courses, Comp. 3027 is not designed for any specific major, but rather for students who wish to improve their overall ability to write in many settings. Coursework typically involves becoming a more efficient and effective writer by streamlining organization, developing a thesis, drafting, revising, editing, and improving style. Students learn to make more adventurous and appropriate linguistic and rhetorical choices. Many instructors emphasize the analysis of purpose, context, and audience. Critical reading may play a central role. Some typical assignments include literary autobiographies, critical comparisons, article or book reviews, editorials, cultural analyses, research papers, annotated bibliographies, and response papers. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop
Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3031 TECHNICAL WRITING FOR ENGINEERS

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, IT stu, 4 cr

Instructor: STAFF

General Ed Req: none

This course is designed to familiarize engineering students with the various types of communication necessary to professional engineers. Essential to the successful transfer of technical information is the identification of writing situations, including audiences, the purposes of the communication, and the development of an appropriate voice and style for both formal and informal writing. Recognizing that engineers work in groups more often than they work alone, this course emphasizes collaborative writing. Group projects such as proposals and progress or completion reports will enable students to work through the problems inherent in such collaborative endeavors. Students will also get some practice in oral communication; they will plan and deliver both formal and informal oral presentations during the course. Students will also gain experience in the physical preparation of an engineering document, paying attention to the use of headings and graphic aids. Some of the assignments for this course include: mechanism description, process description, instruction manual, job packet, trip report, context memos, article review, interviews, collaborative proposals, and collaborative progress reports. These are general guidelines.

Class time: 20% lecture, 60% discussion, 20% writing workshop
Workload: 20 pages of reading per week, 25+ pages of polished writing

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

class participation

COMP 3032 PREPROFESSIONAL WRITING FOR BUSINESS

(Last taught: W94) prereq fulfillment of Writing Practice req, School of Mgmt or BIS stu, jr, 4 cr

Instructor: STAFF

General Ed Req: none

This course is designed to prepare students for the writing tasks they will face as managers and professional business people. The primary goal of this course are for students to recognize the dependence of business on effective written communication, and to learn to adapt that communication to a wide variety of situations. Students are introduced to these situations through case studies and company assignments which demand complex and accurate context analysis, audience identification, recognition of the document's function within the organization, and selecting the appropriate authorial voice. Memos, progress reports, completion reports, internal proposals, and the like provide opportunities to practice intro-company communications, while formal reports and letters of various sorts let students write for audiences outside the company. Most sections include group projects and one or two formal speaking assignments.

Class time: 30% lecture, 50% discussion, 20% writing workshop
Workload: 30 pages of reading per week, 25+ pages of polished writing

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

COMP 3033 WRITING FOR THE HEALTH SCIENCES

(Last taught: W94) prereq fulfillment of Writing Practice req, more than 60 credits, 4 cr

Instructor: STAFF

General Ed Req: none

The primary goal of this course is to help students in the various fields that constitute the health sciences to identify, comprehend, and gain practice in those writing styles that are appropriate to their disciplines. Through individual and group work, students develop skills in writing descriptions and observations, persuasive essays, research for reports, business plans, and documented papers. Students also respond to different contemporary bio-medical, ethical, and environmental questions through informed opinion and clear reporting of research findings. For majors in Nursing, Occupational Therapy, Pre-Veterinary Medicine, Dental Hygiene, and Mortuary Science. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

Class time: 30% lecture, 50% discussion, 20% writing workshop
Workload: 20 pages of reading per week, 25+ pages of polished writing

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

COMP 3085 CONFERENCE COURSE IN ADVANCED COMPOSITION

(Last taught: W94) prereq fulfillment of Writing Practice req, jr, written permission of major advisor, A, 4 cr

Instructor: STAFF

General Ed Req: none

This course is designed for a select group of students working on an extended writing project (e.g., senior thesis) or an extensive series of papers written in addition to papers required in other courses. Students can expect to draft, revise, and polish their writing during this course, which involves intensive reader-response at every meeting. Writing exercises and other assignments augment the work on the project. Past projects have included literature reviews, annotated bibliographies, procedure manuals, mechanism descriptions, confer-

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

ence papers, and journal articles. Typical workload is a minimum of ten pages of writing per week, a weekly conference with the instructor, and extensive independent work outside the course. Students must apply in advance for the course. Enrollment is limited; not everyone who applies can be accepted. Chances of acceptance are better if the students is mostly finished with the research phase and is ready to write; presents a well-written, detailed proposal; and demonstrates familiarity with relevant sources. The course requires written permission from the Composition Program (an override). If the course is to fulfill the CLA upper-division reqt, you must get permission from your major adviser.

COMPUTER SCIENCE

CSCI 3101 AN INTRODUCTION TO COMPUTER APPLICATIONS FOR SCIENTISTS AND ENGINEERS

(Last taught: W94) prereq 1 qtr calculus, 4 cr

Instructor: PARK H

General Ed Req: none

This course is designed to cover algorithm development and principles of computer programming using FORTRAN. Emphasis will be placed on numerical methods for science and engineering applications. Topical outline: introduction to computers; program development; syntax, variables, simple data types, simple input and output; logical operations, IF statement, looping; functions and subroutines; formatted input and output, file input and output; single and two-dimensional arrays; double precision and complex data types; introduction to MATLAB. Programming Applications (selected topics from the following): searching and sorting: binary search, selection/insertion sorts; polynomial evaluation: Horner's method; solving systems of linear equations: Gaussian elimination; solving non-linear equations: bisection method, Newton's method; numerical integration: trapezoidal rule; linear least squares approximation.

Workload: 3 exams, 6 programming assignments/quarter

Exam format: 1) writing short FORTRAN programs 2) questions that require short answers

CSCI 3102 INTRODUCTION TO PASCAL PROGRAMMING

(Last taught: W94) prereq non-computer science maj, Math 1111 or 1201 or equiv or #, 4 cr

Instructor: FRANKOWSKI K

General Ed Req: none

Text: "Pascal: Programming and Problem Solving" by Sanford Leestma and Larry Nyhoff, 1993. Course outline: introduction to computers; problem solving and algorithms; data in Pascal: integers, characters, reals and booleans; decision in Pascal: if-then, if-then-else; iteration: while, repeat, for; procedures and functions; concept of array; elements of logic, boolean expressions and case statement; more on decision, repetition, recursion, sets; multidimensional arrays and records; programming with real numbers, input and computational errors.

Class time: 60% lecture, 5% discussion, 25% laboratory, 10% quizzes

Workload: 50 pages of reading per week, 2 exams, 4 programs

Grade: 20% mid-quarter exam(s), 30% final exam, 40% quizzes, 10% lab work

Exam format: write a program to, a few true/false questions

CSCI 3113 INTRODUCTION TO PROGRAMMING IN C

(Last taught: S93) prereq 3101 or 3102 or any programming exp, precalc or #, 4 cr

Instructor: FRANKOWSKI D

General Ed Req: (CLA: A*)

This course has two aims: 1) to teach the C programming language to people who already know related languages such as Pascal or FORTRAN; 2) to give them practice solving problems in order to develop their programming ability. This is done through lecturing on the basic concepts, and applying those concepts in writing five programs. Most learning takes place while doing the programs, so the student must be willing to take responsibility to learn the material by using the lectures, the book, the instructor, the TA, and any other resources except other students. The material will not be learned only by sitting in class. A warning: This is not an introductory course. If the student does not know FORTRAN or Pascal, CSci 3101 (FORTRAN) or CSci

3102 (Pascal) is a more appropriate first course. BASIC is not an acceptable prerequisite.

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams, 5 labs

Grade: 25% mid-quarter exam(s), 40% final exam, 35% lab work

Exam format: short programs or program fragments, short answer questions

CSCI 3121 SURVEY OF DATA STRUCTURES AND ALGORITHMS

(Last taught: W94) §3321; prereq 3102 or 3113 or #, 4 cr

Instructor: JANARDAN R

General Ed Req: none

The course is an introduction to data structures and algorithms for non-CS majors. Topics include: basic data structures (lists, stacks, queues, binary linear), algorithms for sorting, selections, searching, graphs, string matching, and geometric objects. These topics have been selected to illustrate various problem-solving paradigms (divide and conquer, greedy methods, dynamic programming etc.) Additionally, we will also discuss techniques for algorithm analysis and lower bound concepts. The overall goal is to equip the student with the tools necessary to design and analyze algorithms for some fundamental problems that cut across disciplines. Text: "Introduction to Computer Algorithms" Sara Baase, 1988.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 1 exam, 3-4 written homeworks plus a programming assignment

Grade: 25% mid-quarter exam(s), 40% final exam, 35% problem solving

Exam format: problem solving

CSCI 3204H INTRODUCTION TO PROGRAMMING AND PROBLEM SOLVING IN SCIENCE AND ENGINEERING, PART I

(Last taught: W94) prereq honors calculus 1, 2 cr

Instructor: FOX D

General Ed Req: none

Topics from text: introduction to computers, problem solving and Fortran, decisions and the IF statement, repetition and loops, format statements, subprograms, arrays, and subprograms.

Class time: 75% lecture, 25% laboratory

Workload: 20 pages of reading per week, 2 exams, 5 lab assignments

Grade: 25% mid-quarter exam(s), 35% final exam, 40% lab work

Exam format: problems, programming

CSCI 3311 DISCRETE STRUCTURES OF COMPUTER SCIENCE

(Last taught: W94) prereq 1 qtr calc or #, 4 cr

Instructor: FOX D

General Ed Req: none

Text: "Discrete Mathematics and Its Applications" K. H. Rosen, 2nd edition, 1991. This course will present discrete mathematics used in computer science. It will include material on mathematical logic, set theory, recursions, inductive proofs, counting, recurrence relations, algorithms, and graphs. The following is a tentative list of sections of the text to be covered in the course: 1.1-1.8, 2.1-2.3, 2.6, 3.1-3.3, 4.1-4.3, 5.1-5.3, 6.1-6.6, 7.1-7.6, 8.1 Topics may be added or removed at the instructors discretion.

Workload: 2 exams, weekly 20 minute quizzes

Grade: 30% mid-quarter exam(s), 40% final exam, 30% quizzes

Exam format: problems and proofs

CSCI 3317 THE STRUCTURE OF COMPUTER PROGRAMMING II

(Last taught: W94) prereq 3316, 4 cr

Instructor: BOLEY D

General Ed Req: none

Students will learn the basics of advanced computer data and control structures which are fundamental to the design and implementation of large software systems. Data structures to organize data such as queues and tables, plus control structures to organize algorithms such as objects and environments will be introduced. The programming language Scheme (a dialect of Lisp) will be used to illustrate and implements the ideas. Students will be expected to have experience with Scheme and be familiar with the first two chapters of the Abelson and Sussman text. Text: Abelson and Sussman, "Structure and

Interpretation of Computer Programs" McGraw-Hill, 1985. Will cover parts of Chapters 3 & 4.

Workload: 2 exams, 4-5 homeworks

Grade: 25% mid-quarter exam(s), 35% final exam, 40% 4-5 homeworks

CSCI 3322 ALGORITHMS AND DATA STRUCTURES II

(Last taught: W94) §5121; prereq 3321, 4 cr

Instructor: SAAD Y

General Ed Req: none

This course describes data structures, i.e., techniques that allow computers to work with sets of data, and algorithm, i.e., sequences of operations to be executed by computers to solve a given problem. Roughly one half of the course is theoretically oriented and emphasizes algorithm analysis, and complexity. The algorithm and data structures ideas will be tested in the C++ programming language. Texts: "Data Structures and Algorithm Analysis in C++" by M. A. Weiss, 1992. For C++: You will need a C++ book for reference but none is specifically required for the class.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, 6 papers, 4 labs

Grade: 30% mid-quarter exam(s), 40% final exam, 30% homework and labs

CSCI 3327 INTRODUCTION TO THE ORGANIZATION OF COMPUTER SYSTEMS

(Last taught: W94) §5101; prereq 3316 or 3121 or #, 4 cr

Instructor: STEIN M

General Ed Req: none

Study the organization of the hardware and software systems that support programming and permit us to write symbolic programs and get them correctly executed. The technique is to establish a conceptual framework to which we can pin the ever-changing details and trace them, with understanding, from primitive to current systems. The point of view is taken of a user of such systems as opposed to that of a designer and implementer. Text: "Principles of Computer Organization", Charlton and Leng, McGraw-Hill, 1990.

Workload: 3 exams, 6 homeworks, 6 labs (2 optional)

Grade: 50% mid-quarter exam(s), 50% final exam

CSCI 5101 INTRODUCTION TO THE ORGANIZATION OF COMPUTER SYSTEMS

(Last taught: W94) §3327; prereq non-CSci maj, 3316 or 3121 or #, 4 cr

Instructor: STEIN M

General Ed Req: none

Study the organization of the hardware and software systems that support programming and permit us to write symbolic programs and get them correctly executed. The technique is to establish a conceptual framework to which we can pin the ever-changing details and trace them, with understanding, from primitive to current systems. The point of view is taken of a user of such systems as opposed to that of a designer and implementer. Text: "Principles of Computer Organization", Charlton and Leng, McGraw-Hill, 1990.

Workload: 3 exams, 6 homeworks, 6 labs (2 optional)

Grade: 50% mid-quarter exam(s), 50% final exam

CSCI 5107 COMPUTER GRAPHICS I

(Last taught: F93) prereq 3322, 3327 or #, 4 cr

Instructor: BARRY P

General Ed Req: none

CSCI 5107 is intended to be a general introduction to computer graphics. As such, it will not cover advanced topics (these are covered

in CSCI 5117), nor will it focus on any particular graphics system or applications. Rather the course will cover a mixture of introductory topics, and will contain both programming and non-programming aspects. Topics to be covered include: 1) general graphics issues; 2) user interface issues; 3) 2D graphics; 4) introduction to 3D graphics (including the 3D pipeline, shading and hidden surface removal, and ray tracing). Necessary background should include programming experience in (preferably) C or Pascal and familiarity with fundamental mathematics, particularly basic vector algebra. Those who should take this course are people with the appropriate background who are interested both in gaining experience in graphics programming and in learning the theory of computer graphics.

CSCI 5117 COMPUTER GRAPHICS II

(Last taught: W94) prereq 5107 or #, 4 cr

Instructor: BARRY P

General Ed Req: none

This course will cover advanced graphics topics including curves and surfaces, color theory, advanced rendering techniques, advanced modeling and scientific visualization. Who should take the course? Students who have successfully completed CSCI 5107 and who want 1) to learn both the theory and applications of advanced graphics techniques, and 2) to implement a substantial graphics programming project of their own design.

Class time: 50% lecture, 25% discussion, 25% in class exercises

Workload: 30 pages of reading per week, 2 exams, 1 paper, 2 programming assignments

Grade: 40% mid-quarter exam(s), 10% written reports/papers, 40% lab work, 10% problem solving

Exam format: short problem solving

CSCI 5121 ALGORITHMS AND DATA STRUCTURES II

(Last taught: W94) §3322; prereq non-CSci maj, 3321, 4 cr

Instructor: SAAD Y

General Ed Req: none

This course describes data structures, i.e., techniques that allow computers to work with sets of data, and algorithm, i.e., sequences of operations to be executed by computers to solve a given problem. Roughly one half of the course is theoretically oriented and emphasizes algorithm analysis, and complexity. The algorithm and data structures ideas will be tested in the C++ programming language. Texts: "Data Structures and Algorithm Analysis in C++" by M. A. Weiss, 1992. For C++: You will need a C++ book for reference but none is specifically required for the class.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, 6 papers, 4 labs

Grade: 30% mid-quarter exam(s), 40% final exam, 30% homework and labs

CSCI 5122 ADVANCED DATA STRUCTURES

(Last taught: S93) prereq 3322 or 5121 or #, 4 cr

Instructor: JANARDAN R

General Ed Req: none

The course will discuss advanced techniques for representing and manipulating data efficiently. Some of the methods are quite recent and are based on new analysis techniques. Topics to be covered include: priority queues and variants, balanced search trees, augmented data structures, amortized analysis, design of amortized-efficient data structures, data structures for disjoint sets, and persistent data structures. Applications of these structures to efficient algorithm design will be given.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 2 exams, 4 homework

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B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

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C-2 = Group C, The Historical Perspective sub-category
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D = Group D, (Literary and Artistic Expression)
WS = World Studies
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GE = Additional General Education Course (CBS students only)

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

Exam format: problems

CSCI 5180 SOFTWARE ENGINEERING I

(Last taught: W94) prereq 5106, 4 cr

Instructor: SHEKHAR S

General Ed Req: none

SKILLS: Concept elaboration: life-cycle models, requirements, specifications, design, verification and validation, maintenance, project management, development methodologies, CASE tools. Informal/Formal Modeling: eliciting user needs (interviews, reports, prototyping); specifying user needs/requirements/design/implementation; structured analysis and design (SA/SD) using data flow diagrams with real-time extensions; object oriented (OOA/D) analysis and design using object diagrams; specifying concurrency in networks - state machines, events (petri nets); use CASE tools (TurboCASE with SA/SD, OO, real-time extensions). Analytical: verifying and validating requirements/specifications/design/code; developing testcase using domain/software analysis; debugging with reasoning about programs (correctness assertions/proofs; use CASE tools (saber C++, visual debugger and tracer, test generation?). CASE Tools Use and Programming: project management, metrics of complexity, effort and cost; software maintenance, version control, configuration management; managing system change and evolution; program with CASE tools (TIIEF, unix sccs/make, project database). **Class time:** 60% lecture, 20% discussion, 20% laboratory

Workload: 50 pages of reading per week, 2 exams, 2 group discussions outside class

Grade: 30% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving, discussion

CSCI 5199 PROBLEMS IN LANGUAGES AND SYSTEMS

(Last taught: W94) prereq #, 1-4 cr

Instructor: KONSTAN J

General Ed Req: none

This class covers the theory, design, programming, and evaluation of interactive application interfaces with special emphasis on the use of the X window system. Topics include: software structure of window systems and toolkits, prototyping and interface construction tools, design and implementation of application interfaces, models of human-computer interaction, and interface evaluation. Thoughtful questions are as important as answers and you are encouraged to discuss class material on a class newsgroup as well as in class. The project required involves the design and implementation of a graphical user interface. Students may work alone or in groups of two or three on the project. Graduate students are also required to submit a written review of a published research paper. Undergraduates may also submit a review if they wish to be graded using graduate criteria. Texts: "Designing the User Interface" by b. Schneiderman and "The Design of Everyday Things" by D. Norman. Also a pre-print copy of the book "Tcl and the Tk Toolkit" by J. Ousterhout (available at a copy center TBA).

Class time: 60% lecture, 40% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper, programming project

Grade: 35% special projects, 10% quizzes, 5% class participation, 10% problem solving, 5% evaluation of other projects

Exam format: essay, problems, short answer (no multiple choice)

CSCI 5301 NUMERICAL COMPUTATION

(Last taught: W94) prereq Math 3261 or #...knowledge of Pascal or FORTRAN is assumed, 4 cr

Instructor: CHRONOPOULOS A

General Ed Req: none

Text: "Elementary Numerical Computing with Mathematica" by R. Skeel and J. Keiper, 1993. The material of the course will be based on the text, chapters: 1,2,3,4,1-4.4,5.1-5.6, 7.1-7.2, 8. The course will not cover the material on Mathematica this time. The programming assignments can be in C, Fortran or Pascal.

Workload: 2 exams

Grade: 25% mid-quarter exam(s), 35% final exam, 15% problem solving, 25% computer programs

Exam format: open book, open notes

CSCI 5301 NUMERICAL COMPUTATION

(Last taught: F93) prereq Math 3261 or #...knowledge of Pascal or FORTRAN is assumed, 4 cr

Instructor: FOX D

General Ed Req: none

This course will present an introduction to principal topics of numerical computation. The emphasis will be on practical computation and on understanding the sources and the nature of errors and problems in numerical computations. See the following topic list and text sections. Text: Kahaner, Moler & Nash "Numerical Methods & Software", Prentice Hall, 1989.

Class time: 100% lecture

Workload: 2 exams, 5 programs and computational assignments (about 15-20 hours each)

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

CSCI 5306 NUMERICAL METHODS FOR PARTIAL DIFFERENTIAL EQUATIONS

(Last taught: S93) prereq 5302, differential equations or advanced calculus, 4 cr

Instructor: CHRONOPOULOS A

General Ed Req: none

Textbook: "Numerical Solution of Partial Differential Equations in Engr. and Science" L. Lapidus and G. Pinder, Wiley, 1982. Following are topics covered: Introduction (linear and quasilinear PDEs, Cauchy theorem of existence and uniqueness, characteristic curves, classification and canonical forms of selected PDEs); basic concepts in finite difference methods (Taylor's series expansions, order of truncation errors, finite difference approximations in two or three dimensions; parabolic PDEs (well-posed problems and finite difference methods (FDMs), explicit approximations (Dufort-Frankel, Richardson), implicit approximations (backwards implicit, Crank-Nicolson), Von Neumann Stability, Matrix Stability, FDMs for 2-D, nonlinear problems); Hyperbolic PDEs (FDMs for first order PDEs (explicit, implicit), stability, truncation errors, dissipation and dispersion error); elliptic PDEs (model examples, boundary conditions, five-point and nine-point FDMs and truncation errors, boundary conditions approximations, approximations to the biharmonic equation, matrix form of FDMs equations, direct methods of solution, iterative methods, ADI methods).

Class time: 75% lecture, 25% laboratory

Workload: 40 pages of reading per week, 2 exams, 4 papers

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

Exam format: open book and course notes

CSCI 5504 INTRODUCTION TO COMPILERS

(Last taught: W94) prereq 5106 or #, 4 cr

Instructor: LI Z

General Ed Req: none

This course covers the theories and techniques in software tools, called language translators, for analyzing the syntax and data types of programs. The predominant application of these techniques has traditionally been the development of compilers, which translate programs written in high level languages to machine code or similar low level codes. However, these techniques have now been widely used for developing sophisticated user interfaces for various software, e.g., databased query processors and software engineering interfaces. The course has two key components. 1) The design of grammars for languages; and 2) the automatic recognition of syntax structures according to the given grammar. These provide a base for the understanding of the complexity involved in the implementation of a language design. Practicing the techniques through programming assignments is essential to the true understanding of the course materials. This course has commonly been viewed as difficult and demanding to beginners because of its requirement of rigor theories and its high demand for programming efforts.

Workload: 30 pages of reading per week, 2 exams, more than 10 hours of programming per week on average

Exam format: questions and answer, problem solving

CSCI 5511 ARTIFICIAL INTELLIGENCE I

(Last taught: W94) prereq 3322 or #, 4 cr

Instructor: GINI M !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Objectives: To provide in-depth understanding of the fundamental aspects of Artificial Intelligence. The course is suitable for students who are interested in gaining a solid technical understanding of the field. **Description:** Introduction to the ideas and issues of Artificial Intelligence; problem solving, search, and inference techniques; logic and theorem proving; knowledge representation, rules, frames, and semantic networks; expert systems. Course outline by topical areas: Introduction and basic concepts; problem solving and constraints; blind and heuristic search, means-ends analysis; predicate logic, theorem proving, resolution, unification; knowledge representation, introduction to expert systems. Text: "Artificial Intelligence" E. Rich and Knight, 2nd ed., 1991, chapters 1-11.

Workload: 30 pages of reading per week, 2 exams, 1-2 computer programs, 2-3 written homeworks

Exam format: questions on material covered: short essays and problem solving

class participation, 15% journals

CSCL 1303 KNOWLEDGE, PERSUASION, POWER

(Last taught: W93) no prereq, 4 cr

Instructor: CARL P

General Ed Req: none

This course will investigate the production of knowledge within institutional practice. It will particularly focus on representations of bodies - female, male, black, white, latino, gay, straight, etc - both historically and within contemporary culture. The first half of the course will focus specifically on the construction of sexuality and the second half of the course will concentrate on representations of what we often refer to as the "other" within the field of cultural studies.

Class time: 60% lecture, 40% discussion

Workload: 2 pages of reading per week, 5 papers

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

CULTURAL STUDIES & COMPLIT

CSCL 1301 DISCOURSE AND SOCIETY

(Last taught: S93) no prereq, 4 cr

Instructor: HORNE J

General Ed Req: none

This section of Humanities 1301 is most centrally concerned with the predicament of mass culture and the politics of representation and interpretation therein. We will focus on four sites in which the political has historically been aestheticized or erased — museum exhibitions, photography (both artistic and documentary), narrative cinema, and the novel — in order to test out the limitations or advantages of certain theories of discourse. This course is as much about those areas of culture as it is about the way we approach, read, comprehend, isolate, or engage with them. We will read from a variety of social critics, watch the film "Mildred Pierce" and read Toni Morrison's "Sula".

Class time: 50% lecture, 50% discussion

Workload: 25 pages of reading per week, 2 papers

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

CSCL 1303 KNOWLEDGE, PERSUASION, POWER

(Last taught: W93) no prereq, 4 cr

Instructor: HORNE J

General Ed Req: none

The official definition of this course is as follows: "Inquiry into the ways that certain bodies of discourse come to cohere, to exercise persuasive power, and to be regarded as authoritative, while others are marginalized, ignored, or denigrated." We will be using this definition to interrogate and critique the role of vision and its relation to truth in dominant Western Culture. The empirical, the obvious, the objective and unbiased: these are categories which continue to support certain political, sexual, and scientific discourses. The traditional mode of investigation in the Humanities has served to maintain these categories as legitimate methods by which to analyze literature, art, music, and philosophy. The Enlightenment dictum "seeing is believing" will serve as our point of departure as we investigate which individuals are able to control knowledge and the semblance of reality through their gaze and who is subordinated within that scopical regime. Works by Moliere, Kafka, Nietzsche, John Cleland, Charlotte Perkins Gilman, Michel Foveault.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 papers, 1 presentation in class

Grade: 100% written reports/papers

Exam format: 5 7-page papers

CSCL 1302 TEXT AND CONTEXT

(Last taught: W93) no prereq, 4 cr

Instructor: SCHERE L

General Ed Req: none

Text and context is a methods course in the 1300 Humanities/Cultural Studies sequence, designed to foster critical readings of cultural texts. This course will explore the relationship of different modes of cultural production to the time and space in which they are produced and disseminated. Texts will be approached not as embodiments of timeless value and meaning but as products of and interventions in specific historical and social contexts. Through a number of case studies we will examine the construction and contestation of "nature", gender, sexuality and ethics and cultural identity. These case studies will allow us to examine various types of texts and discourses from different times and places such as "scientific" studies, a museum exhibit, a Hollywood film, a Disney film and a Native American woman's novel. Required texts: Leslie Marmon Silko's "Ceremony", Barbara English and Dierdie Ehrenreich "Complaints & Disorders", Kathy Peiss "Cheap Amusements".

Class time: 25% lecture, 60% discussion, 15% video presentations, small groups, presentations

Workload: 80 pages of reading per week, 2 papers, 1 final presentation

Grade: 50% written reports/papers, 20% in-class presentations, 15%

CSCL 3029 MUSIC IN THE 20TH CENTURY

(Last taught: F93) §Mus 3029; prereq non-music maj, 4 cr

Instructor: JACKSON D

General Ed Req: none

The objectives of this course are: 1) to survey the history of European/American music from the 1880s - present, incorporating the established canon and the radical avant garde, high-art and popular music, and the contributions of men and women as composers, performers, and subjects of musical compositions; 2) to encourage the re-examination of aesthetic assumptions by exploring a rich diversity of music from a comparative international perspective and by integrating the influences of non-western music on western composers; 3) to explore the molding of creative identities through contextual biographies of composers, accounting for race, class, and gender; 4) to provide a framework for active involvement in listening, focusing on representative compositions while developing an awareness of concurrent developments in the pictorial arts, dance, and literature. The course is divided into four units: Unit I-first three decades of 20th century, examining the origins of modernism in music (geographically); Unit II-emergence of national identities and aspirations in period between the wars (geographically); Unit III-IV-organized topically, moving

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- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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through the peak years of post-war modernism and tracing the course of post-modernism.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 3 papers

Grade: 100% written reports/papers

Exam format: take-home essay questions

CSCL 3321 THEORIES OF CULTURE

(Last taught: W93) prereq jr or sr or #, 4 cr

Instructor: MOWITT J

General Ed Req: none

In the western tradition the concept of culture has typically acquired its meanings in relation to two fundamental oppositions. In one, culture is opposed to nature and is often regarded as essentially derivative from, if not ultimately destructive of, the latter. In the other, culture is opposed to civilization and is regarded as both compensatory and redemptive, that is, as capable of overcoming the deficiencies of civilization. Theoretical discussions of culture seldom fail to mobilize these oppositions, though they also typically avoid considering what is at stake in doing so. What is distinctive about the "modern" theorizations of culture (the period to which our examination will be restricted), is the effort within them to begin considering precisely this. As a consequence, theories of culture have become "self-reflexive," that is, they have begun to reflect upon the relation between culture (whether opposed to nature or civilization) and the practice of theorizing about it. In this course we will consider several germinal writers whose theoretical work has become fundamental to the elaboration of the "modern" meanings of culture.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 papers

Grade: 100% written reports/papers

CSCL 3366 LANDSCAPE AND IDEOLOGY, 1600-1875

(Last taught: S93) no prereq, 4 cr

Instructor: ARCHER J

General Ed Req: none

Focusing on England and America from the 17th to the 19th century, the course examines the modes in which human beings relate to and understand the landscape around them. This requires a detailed look at the conceptual framework through which people have organized and come to "know" that landscape, and according to which they make use of the landscape. A central concern is the changing notion of "nature" throughout this period, and its use in a variety of political, philosophical, economic, aesthetic, and recreational contexts. Working from such a basis, the understanding of "landscape" or "nature" used in any given circumstance will be addressed as part of a broad complex of social and historical relations. Time will be divided approximately evenly between critical and historical analyses of the concerns outlined above, and study of materials produced in England and America from 1600 to 1875. We will examine closely some descriptions of the Puritan ideal of the "garden in the wilderness," some 18th-century English landscape gardens, writings by Emerson, Whitman, and Hawthorne, and examples of American landscape painting, particularly of the Luminist school.

Class time: 10% lecture, 90% discussion

Workload: 50 pages of reading per week, readings can be as much as 200 pgs; brief reaction papers to readings plus longer essays

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

CSCL 3458 THE BODY AND THE POLITICS OF REPRESENTATION

(Last taught: W93) no prereq, 4 cr

Instructor: LEPPERT R !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The course will investigate the history of Western representation of the human body, of Western and non-Western peoples, from the Renaissance to about 1900. It will focus on the body's appearance as site (and sight) for locating the production of socio-cultural difference by race, ethnicity, class, and gender. Thus the course will address the link between perceptions of the human body (of "ourselves" and "the other") and the way in which societies construct reality. The primary sources drawn upon will include the visual arts (painting and graphic arts), medical treatises and anatomical studies from the early history of anatomy, Western erotica (especially Victorian materials), and music (Richard Strauss' 1905 opera "Salome").

Class time: 75% lecture, 25% discussion

Workload: 150 pages of reading per week, 1 exam, 2 papers

Grade: 33% final exam, 66% written reports/papers

Exam format: essay

CSCL 5711 INTERPRETATION OF MYTH

(Last taught: W93) §CSDS 5711, RelS 5111; prereq jr or sr or #, 4 cr

Instructor: LINCOLN B

General Ed Req: none

Myths have variously been treated as true stories, false stories, stories people tell themselves about themselves, social charters, logical structures, sacred memories, and semiological systems, to name but a few of the ways in which scholars and others have attempted to make sense out of those fascinating but bewildering tales they are prone to call "myth." This class will explore these and other interpretive models, each of which construes the category of the mythic somewhat differently, testing them against primary sources drawn from Africa, India, Melanesia, South America, Greece, Rome, the Bible, and the world of soap operas. Ultimately, we will focus upon the nature of myth as an authoritative mode of narrative discourse, paying particular attention to its sociopolitical agency.

Class time: 100% discussion

Workload: 100 pages of reading per week, 2 papers

Grade: 100% written reports/papers

DANCE

DNCE 1001 FUNDAMENTALS OF MODERN DANCE I

(Last taught: W93) no prereq, 1 cr

Instructor: BRUN D

General Ed Req: none

Fundamentals of modern dance technique.

Class time: 100% laboratory

Workload: 1 paper

Grade: 10% written reports/papers, 10% class participation, 80% attendance

Exam format: no exams

DNCE 1001 FUNDAMENTALS OF MODERN DANCE I

(Last taught: W94) no prereq, 1 cr

Instructor: STAFF

General Ed Req: none

This is a basic introduction to modern dance. We will explore locomotor movements, such as walk, run, slide, skip, hop, and jump. The student will be introduced to dancetechnique and improvisation based on time, space and force. The student will develop a greater awareness of his/her body's capabilities and will explore the kinesthetic sense.

Class time: 100% laboratory

Workload: 1 paper

Grade: 10% written reports/papers, 45% class participation, 45% attendance

DNCE 1005 FUNDAMENTALS OF BALLET II

(Last taught: W94) prereq 1004 or equiv, 1 cr

Instructor: STANCHFIELD B

General Ed Req: none

Class work: BARRE: Plie - Demi, grand - 1st, 2nd, 3rd, 5th; tendu; degage, pique; passe, retire, coupe; rond de jambe; frappe, petite battement; fondu; grand battement. CENTER: port de bras; developpe; polonaise with turn; balance; outside pirouette, indisde pirouette; saute - 1st, 2nd, 5th; assemble; glissade; chasse - 2nd to 5th. Placement Ideas: 1) Pelvis - upright and suspended, no tension, not tipped, tucked, twisted or tilted; 2) Turn Out Muscles - where they are and what they do; 3) Legs - straight line through them, not locked (hyper-extended); 4) Back and Arms - broad back, not pinched between the shoulder blades, arms are placed in front of body, not at side; 5) Feet - stretched through the ankles, not curled at the toes; 6) Torso - lifted and separated from the pelvis; 7) Head - level and directly over the torso, not lifted, dropped, forward or back.

Class time: ballet technique class

Grade: effort/attitude 25%, achievement/progress 25%, attendance 50%

DNCE 1010 BEGINNING MODERN TECHNIQUE I

(Last taught: F93) 6 cr max; prereq audition, Δ, 2 cr

Instructor: BORSH D

General Ed Req: none

This is the fourth of a 12-course sequence of modern dance technique for dance majors and minors. Classwork is based on practical application of principles of alignment, placement, coordination, control, stretch, strength and balance. The objective is to achieve awareness and beginning control in the following areas: a) alignment and weight placement, b) body parts, c) movement - basic motor skills, d) theory - spatial clarity in design and direction

Class time: 10% lecture, 90% laboratory

Workload: no work outside class

Grade: 50% skill, 30% attendance, 20% effort and progress

DNCE 1020 BEGINNING MODERN TECHNIQUE II

(Last taught: W93) 6 cr max; prereq 1010 or #, 2 cr

Instructor: LOEB B

General Ed Req: none

This is a modern dance technique class for dance major/minor or students with some prior dance training. Class exercises will be based on a variety of techniques including Laban Movement analysis, Bartenieff Fundamentals, Limon/Evans technique, Body-Mind centering and Contact improvisation. Individual classes will include floor work, center floor and traveling combinations. In addition, we will occasionally use class discussions, guided exploration, improvisation and partner work to augment the students' understanding of class material. Winter term will focus on rotation, level changes, rhythm, floor patterns and use of space.

Class time: 1% discussion, 99% experiential/participatory

Grade: 30% class participation, 70% 50% achievement/skill; 20% attitude/progress

DNCE 1030 BEGINNING MODERN TECHNIQUE III

(Last taught: S93) 6 cr max; prereq 1020 or #, 2 cr

Instructor: LOEB B

General Ed Req: none

This is a modern dance technique class for dance major/minor or students with some prior dance training. Class exercises will be based on a variety of techniques including Laban Movement analysis, Bartenieff Fundamentals, Limon/Evans technique, Body-Mind centering and Contact improvisation. Individual classes will include floor work, center floor and traveling combinations. In addition, we will occasionally use class discussions, guided exploration, improvisation and partner work to augment the students' understanding of class material.

Class time: 90% lecture, 10% discussion

Grade: 50% achievement/skill, 30% attendance/participation, 20% attitude/effort

DNCE 1031 BALLROOM DANCE I

(Last taught: F93) no prereq, 1 cr

Instructor: SEALY Z

General Ed Req: none

Elementary steps of the foxtrot, waltz, tango, samba, cha-cha, rumba, and swing. Objectives: 1) To demonstrate proficient form in basic ballroom dance skills by: utilizing a variety of step patterns, leadings and/or following a partner smoothly, using accepted characteristic style for each dance; 2) To apply an understanding of the basic rhythmic fundamentals in ballroom dance such as meter, accent, tempo and phrasing.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

DNCE 1032 BALLROOM DANCE II

(Last taught: W94) prereq 1031, 1 cr

Instructor: SEALY Z

General Ed Req: none

Description: Tango and samba. Second level of fox trot, swing, cha-cha, waltz, rumba; emphasis on style. Objectives: 1) To demonstrate proficient form in basic ballroom dance skills by: utilizing a variety of step patterns, leading and/or following a partner smoothly, and using accepted characteristic style for each dance. 2) To apply an understanding of the basic rhythmic fundamentals in ballroom dance such as: meter, accent, tempo and phrasing.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

Exam format: final in class evaluation

DNCE 1033 BALLROOM DANCE III

(Last taught: S93) prereq 1032 or equiv, 1 cr

Instructor: SEALY Z

General Ed Req: none

Description: More advanced patterns of the foxtrot, waltz, tango, samba, cha-cha, rumba, and swing. Work on style. Objectives: 1) To demonstrate proficient form in basic ballroom dance skills by: utilizing a variety of step patterns; leading and/or following a partner smoothly; using accepted characteristic style for each dance. 2) To apply an understanding of the basic rhythmic fundamentals in ballroom dance such as: meter, accent, tempo and phrasing.

Class time: 100% laboratory

Workload: No outside reading or written work required

Grade: 50% final exam, 50% class participation

Exam format: Final in class evaluation

DNCE 1034 INTERNATIONAL FOLK DANCE I

(Last taught: W94) no prereq, 1 cr

Instructor: LOEB B

General Ed Req: none

This is an introductory course to International Folk Dance. The students will learn folk dances from many different cultures and countries in the world. They will learn basic folk locomotor movements such as schottische, polka, skip, waltz and grapevine, as well as a variety of dance forms, such as circle dance, couple dance and line dance. In addition, the student will learn styling nuances from the various cultures which make the dances different from each other.

Class time: 100% participation

Workload: final project/paper

Grade: 100% 40% attendance; 10% written review; 10% progress/effort/attitude; 40% final evaluation

DNCE 1034 INTERNATIONAL FOLK DANCE I

(Last taught: W93) no prereq, 1 cr

Instructor: MADDUX M

General Ed Req: none

This is an introductory course to International Folk Dance. The students will learn folk dances from many different cultures and countries in the world. They will learn basic folk locomotor movements such as schottische, polka, skip, waltz and grapevine, as well as a variety of dance forms, such as circle dance, couple dance and line dance. In addition, the student will learn styling nuances from the various cultures which make the dances different from each other.

Class time: 100% laboratory

Workload: a critical review of ethnic dance concert

Grade: 10% written reports/papers, 10% lab work, 40% class participation, 40% final evaluation

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

DNCE 1035 INTERNATIONAL FOLK DANCE II

(Last taught: S93) prereq 1034 or equiv, 1 cr

Instructor: MADDUX M

General Ed Req: none

This is the second level in the series on International Folk Dance. The students will learn folk dances from many different cultures and countries in the world. The emphasis in this course will be on dances that require greater movement memory, more complicated footwork and more coordination in partnering. Some of the basics that will be covered include the Hambo, the Rida; the Yemmenite and Harmonica. Greater emphasis will be placed on styling.

Class time: 100% laboratory

Workload: 1 paper

Grade: 10% written reports/papers, 10% class participation, 40% final evaluation, 40% attendance

Exam format: in-class evaluation

DNCE 1040 BEGINNING BALLET TECHNIQUE I

(Last taught: F93) max 6 cr; prereq audition, #, 2 cr

Instructor: THOMPSON M

General Ed Req: none

This is the fourth of a 12-section sequence of ballet technique. The course objective is to understand and execute the technique, vocabulary and discipline of classical ballet. Daily class work consists of barre and center exercises and across the floor phrases. In addition, students are required to attend one ballet performance and write a paper.

Class time: 10% lecture, 90% laboratory

Workload: 20 pages of reading per week, 1 paper, attend a ballet concert

Grade: 50% skill, 20% attendance, 20% effort & progress, 10% paper

DNCE 1050 BEGINNING BALLET TECHNIQUE II

(Last taught: W93) max 6 cr; prereq 1040 or #, 2 cr

Instructor: STANCHFIELD R

General Ed Req: none

Beginning Ballet Technique II develops an awareness of classical ballet as an art form; line, design, balance, body positions, and footwork in classical expression. Beginning Ballet is for students with at least one year of ballet technique experience. The class covers - at the barre -plie, tendu, degage, passe, rond de jamb, frappe, fondu, grand battement -in the center- port de bra, barre exercises, adagio, outside and inside pirouettes, saute, glissade, assemble, jete, pique turns, grand jete, etc. There is (literally) hands-on work to help understand correct body placement.

Class time: 100% technique class-ballet

Workload: only class time

Grade: 100% class work

DNCE 1060 BEGINNING BALLET TECHNIQUE III

(Last taught: S93) 3 cr max; prereq 1050, #, 1 cr

Instructor: STANCHFIELD R

General Ed Req: none

Beginning Ballet Technique II develops an awareness of classical ballet as an art form; line, design, balance, body positions, and footwork in classical expression. Beginning Ballet is for students with at least one year of ballet technique experience. The class covers - at the barre -plie, tendu, degage, passe, rond de jamb, frappe, fondu, grand battement -in the center- port de bra, barre exercises, adagio, outside and inside pirouettes, saute, glissade, assemble, jete, pique turns, grand jete, etc. There is (literally) hands-on work to help understand correct body placement.

Class time: 100% technique class-ballet

Workload: only class time

Grade: 100% class work

DNCE 1070 BEGINNING JAZZ I

(Last taught: F93) prereq 1003 or 1006, audition, #, 1 cr

Instructor: SEALY Z

General Ed Req: none

The basic skills of jazz dance and its origins. Objectives: 1) To explore the traditions of jazz dance and its unique American heritage; 2) To learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

DNCE 1080 BEGINNING JAZZ II

(Last taught: W94) max 6 cr; prereq 1070 or equiv, 1 cr

Instructor: SEALY Z

General Ed Req: none

Objectives: 1) to explore the traditions of jazz dance and its unique American heritage, 2) to learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today. Description: The basic skills of jazz dance and its origins.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

Exam format: final in class evaluation

DNCE 1090 BEGINNING JAZZ III

(Last taught: S93) max 6 cr; prereq 1080 or equiv, 1 cr

Instructor: SEALY Z

General Ed Req: none

Description: The basic skills of jazz dance and its origins. Objectives: 1) To explore the traditions of jazz dance and its unique American heritage. 2) To learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today.

Class time: 100% laboratory

Workload: No outside reading or written work required.

Grade: 50% final exam, 50% class participation

DNCE 1110 TOPICS IN DANCE THEORY

(Last taught: W94) prereq 1003 or 1006, 1 cr

Instructor: LOEB B

General Ed Req: none

An experiential survey of major body therapy theories and techniques as they relate to dynamic alignment and dance. Class sessions will include individual movement repatterning (alignment/placement) and an introduction to selected contemporary body therapy theories.

Class time: 20% lecture, 80% participatory/experiential lab

Workload: final project/journal

Grade: 100% 50% achievement/skill; 20% progress/effort/attitude; 30% attendance

DNCE 3020 INTERMEDIATE MODERN TECHNIQUE II

(Last taught: W94) max 6 cr; prereq 3010 or #, 2 cr

Instructor: RICHARD B

General Ed Req: none

In this course students will expand the expressive quality of their dancing in a number of interrelated ways. We will concentrate on alignment and coordination through the body, developing spatial awareness and senses of dynamic and rhythm, and flexibility and strength. At the conclusion of this course students will have the necessary tools to make it possible for them to proceed to Advanced Modern Technique. Classes will begin with activities that support an active alignment of the body while gently warming the entire body for more intensely physical activities. Classes will then roll along to activities about stepping, emphasizing weight transfer, warming up turned out and parallel rotations and move on through actions of the leg and pelvis similar to the progression of a standard ballet class and finally lead to center and across the floor combinations and jumping. I'm interested in students developing a sense of flow and movement continuity and challenging them to push the limits of their technical and expressive facilities.

Class time: 90% lecture, 10% discussion

Workload: Commitment to physical exploration of class material.

Grade: 10% special projects, 90% class participation, 50% skill and achievement, 30% attendance, 20% attitude and progress

DNCE 3040 INTERMEDIATE BALLET TECHNIQUE I

(Last taught: F93) max 6 cr; prereq 1060, #, 2 cr

Instructor: HOULTON L

General Ed Req: none

This is the seventh of a 12-section sequence of ballet technique. The course objective is to understand and execute the technique, vocabulary and discipline of classical ballet. Daily class work consists of

barre and center exercises and across the floor phrases. In addition, students are required to attend one ballet performance and write a paper.

Class time: 10% lecture, 90% laboratory

Workload: 20 pages of reading per week, 1 paper, attend a ballet concert

Grade: 50% skill, 20% attendance, 20% effort & progress, 10% paper

DNCE 3050 INTERMEDIATE BALLET TECHNIQUE II

(Last taught: W94) max 6 cr; prereq 3040, #, 2 cr

Instructor: GILLILAND L

General Ed Req: none

With body alignment and basic technique in place, the classwork will focus on: 1) strengthening and articulating the use of the feet; 2) epaulment, the extended use of the arms, head, and upper body for a beautiful and finished line; 3) musicality; 4) technique, with more use of jumps, beats and complex combinations.

Class time: 2% lecture, 98% physical dance training

Workload: complete mental physical focus and energy for class

Grade: 100% class participation

DNCE 3070 INTERMEDIATE JAZZ I

(Last taught: F93) max 3 cr; prereq 1090, #, 1 cr

Instructor: SEALY Z

General Ed Req: none

Intermediate jazz dance technique and exposure to the eclectic range of jazz dance from its African roots to the fusion of styles today. Objectives: 1) To explore the traditions of jazz dance and its unique American heritage; 2) To learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

DNCE 3080 INTERMEDIATE JAZZ II

(Last taught: W93) max 3 cr; prereq 3070 or equiv, #, 1 cr

Instructor: SEALY Z

General Ed Req: none

Objectives: 1) to explore the traditions of jazz dance and its unique American heritage, 2) to learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today. Description: Intermediate jazz dance technique and exposure to the eclectic range of jazz dance from its African roots to the fusion of styles today.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

Exam format: final in class evaluation

DNCE 3090 INTERMEDIATE JAZZ III

(Last taught: S93) max 6 cr; prereq 3080 or equiv, #, 2 cr

Instructor: SEALY Z

General Ed Req: none

Description: Intermediate jazz dance technique and exposure to the eclectic range of jazz dance from its African roots to the fusion of styles today. Objectives: 1) To explore the traditions of jazz dance and its unique American heritage. 2) To learn the basics of jazz dance and its stylistic range from the inherent influence of native African dance to the more contemporary styles of today.

Class time: 100% laboratory

Workload: No outside reading or written work required.

Grade: 50% final exam, 50% class participation

DNCE 3486 ETHNIC DANCE TRADITION IN AMERICAN SOCIETY

(Last taught: F93) no prereq, 4 cr

Instructor: MADDUX M

General Ed Req: (CLA: CP) (CBS: CP)

A survey of traditional dances as preserved and transformed by Native Americans, African-Americans, Latinos, Asian Americans and European Americans. Emphasis will be placed on the interpretation of the roles of the dance in these cultures. We will discuss the role of dance in each of these cultures as they have developed historically from the country of origin to America or in the case of the Native American how the dance has evolved historically and culturally through European intervention. We will study the acculturation process within these cultures and the effect that the dance of these cultures has had on "American" dance.

Class time: 30% lecture, 20% discussion, 10% laboratory, 40% film/video

Workload: 20 pages of reading per week, 2 exams, 1 paper, 5 essays

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

Exam format: essay

DNCE 3511 MUSIC FOR DANCE

(Last taught: W93) prereq 1003 or 1006, 4 cr

Instructor: GORDON

General Ed Req: none

Elements of music theory, analysis and history necessary for the potential dancer and choreographer to better understand music and its relationship to dance. Specifics to include: terminology, rhythmic notation, exploring how certain musical events support certain movement events, interaction between dance instructors and accompanists, composer/choreographer collaboration, etc. Though the class is designed for dance students, musician and others are welcome.

Class time: 25% lecture, 30% discussion, 30% laboratory, 15% listening to and/or watching audio and videotapes

Workload: 10 pages of reading per week, 2 exams, 2 papers, much listening and some simple composing and/or choreographing

Grade: 10% mid-quarter exam(s), 15% final exam, 10% written reports/papers, 10% in-class presentations, 15% lab work, 25% class participation, 15% problem solving

Exam format: definitions, short essay, listening

DNCE 3700 DANCE REPERTORY THEATRE AND RECONSTRUCTION

(Last taught: F93) prereq concurrent enrollment in a technique class, audition, #, 3 cr

Instructor: CHENG M

General Ed Req: none

Construction of a dance work; focus is on choreography, music, design, and technical production and performance of the finished work. 1) Student must attend every rehearsal session (unless specifically excused by the choreographer). 2) Student is responsible for remembering/perfecting daily material and being open/responsive to changes, revisions and criticisms. 3) Student must commit to the Spring performance, end of quarter showings and all rehearsals (tech, dress, etc.) necessary to final performance. 4) Student must assume a professional demeanor during creative periods, which includes attentiveness, energy, willingness to help other dancers, and being properly warmed up before each rehearsal.

Class time: 100% lecture

Workload: 2 hours/day rehearsal Monday thru Friday

Grade: 20% class participation, 30% effort/attitude/progress; 40% achievement/performance/skill

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

DNCE 3700 DANCE REPERTORY THEATRE AND RECONSTRUCTION

(Last taught: F93) prereq concurrent enrollment in a technique class, audition, #, 3 cr

Instructor: CHENG M

General Ed Req: none

Construction of a dance work; focus is on choreography, music, design, and technical production and performance of the finished work. 1) Student must attend every rehearsal session (unless specifically excused by the choreographer). 2) Student is responsible for remembering/perfecting daily material and being open/responsive to changes, revisions and criticisms. 3) Student must commit to the Spring performance, end of quarter showings and all rehearsals (tech, dress, etc.) necessary to final performance. 4) Student must assume a professional demeanor during creative periods, which includes attentiveness, energy, willingness to help other dancers, and being properly warmed up before each rehearsal.

Class time: 5% lecture, 95% laboratory

Workload: performance at end of quarter & spring concert

Grade: 50% skill, 30% attendance, 20% effort & progress

DNCE 3700 DANCE REPERTORY THEATRE AND RECONSTRUCTION

(Last taught: W93) prereq concurrent enrollment in a technique class, audition, #, 3 cr

Instructor: SEALY Z

General Ed Req: none

Construction of a dance work; focus is on choreography, music, design and technical production and performance of the finished work. 1) Student must attend every rehearsal session (unless specifically excused by the choreographer). 2) Student is responsible for remembering/perfecting daily material and being open/responsive to changes, revisions and criticisms. 3) Student must commit to the Spring performance, end of quarter showings and all rehearsals (tech, dress, etc.) necessary to final performance. 4) Student must assume a professional demeanor during creative periods - which includes attentiveness, energy, willingness to help other dancers, and concern for his/her instrument - which includes being properly warmed up before each rehearsal.

Class time: 100% laboratory

Workload: no outside assignments

Grade: 50% class participation, 50% achievements/performance/skill

DNCE 5010 ADVANCED MODERN TECHNIQUE I

(Last taught: F93) max 9 cr; prereq 3030 or #, 3 cr

Instructor: UCHIZONO D

General Ed Req: none

This is the tenth of a 12-section sequence of modern dance for dance majors. Classwork is based on practical application of principles of alignment, placement, coordination, control, stretch, strength, and balance. Students will take daily technique class for 4 weeks with Donna Uchizono, 1 week with Barbara Mahler, and 5 weeks with Sara Pearson. The instructors are nationally recognized artists serving as visiting instructors during fall quarter.

Class time: 10% lecture, 90% laboratory

Workload: no work outside of class

Grade: 50% skill, 30% attendance, 20% effort and progress

DNCE 5040 ADVANCED BALLET TECHNIQUE I

(Last taught: F93) prereq 3060, #, 1 cr

Instructor: THOMPSON M

General Ed Req: none

this is the tenth of a 12-section sequence of ballet technique. The course objective is to understand and execute the technique, vocabulary, and discipline of classical ballet. Daily class work consists of barre and center exercises and across the floor phrases. In addition, students are required to attend one ballet performance and write a paper.

Class time: 10% lecture, 90% laboratory

Workload: 20 pages of reading per week, 1 paper, attend a ballet concert

Grade: 50% skill, 20% attendance, 20% effort & progress, 10% paper

DNCE 5070 ADVANCED JAZZ I

(Last taught: F93) max 3 cr; prereq 3090 or equiv, #, 1 cr

Instructor: SEALY Z

General Ed Req: none

The development of a clean individual jazz dance style, an understanding of the eclectic range of jazz dance and its various jazz styles. Focus on personalizing and perfecting the execution of material and developing the well rounded performer.

Class time: 100% laboratory

Workload: no outside reading or written work required

Grade: 50% final exam, 50% class participation

DNCE 5312 DANCE COMPOSITION IV

(Last taught: F93) prereq 3313 or equiv, #, 3 cr

Instructor: CHENG M

General Ed Req: none

This is the fourth of a six part sequence on dance composition. Classwork consists of analysis and exploration of structure, tone and vocabulary of dances presented live by class participants as well as works on video tape by national choreographers.

Class time: 57% lecture, 10% discussion, 33% laboratory

Workload: 1 paper, comp studies

Grade: 10% written reports/papers, 30% lab work, 30% class participation, 30% studies; lab involves improv, analysis, discussion, experimentation; attendance important

DNCE 5487 WORLD DANCE STUDIES

(Last taught: W94) no prereq, 4 cr

Instructor: MADDUX M

General Ed Req: (CLA: WS) (CBS: WS)

A study of dance as art, ritual, social activity and entertainment in selected cultures of Asia, Africa, the Americas and Eastern Europe. We will relate the dance to the culture from which it developed. Also, we will do a comparative study of Western and non-Western styles.

Class time: 40% lecture, 20% discussion, 10% laboratory, 30% film/video

Workload: 20 pages of reading per week, 2 exams, 5 papers

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

Exam format: essay

DNCE 5700 WORKSHOP: DANCE PERFORMANCE

(Last taught: W94) prereq concurrent registration in a technique class, Δ, 3 cr

Instructor: RICHARD B

General Ed Req: none

Students must commit to rehearsing from 3-5 p.m. Mondays-Fridays, for the entire 9-month academic year, and to extra rehearsals needed for our Spring concert, and weekend tours as scheduled. Student must attend every rehearsal session (unless specifically excused by the choreographer). Student is responsible for remembering/perfecting daily material and to being open and responsive to changes, revisions and criticisms. Student must commit to the spring performance, end of quarter showings and all rehearsals (tech, dress, etc.) necessary to final performance. Student must assume a professional demeanor during creative periods which includes attentiveness, energy, willingness to help other dancers and concern for his/her instrument which includes being properly warmed up before each rehearsal.

Class time: 90% lecture, 10% discussion

Workload: Concentration and attention through long periods of rehearsal and professional attitude.

Grade: 100% class participation, grades are based on attendance and quality of rehearsal and performance work

DUTCH

DTCH 1101 BEGINNING DUTCH

(Last taught: F93) §1110, 5 cr

Instructor: VAN DER SANDEN

General Ed Req: none

5 credits, emphasis on proficiency according to ACTFL scale, all four skills (listening, reading, writing, speaking) are taught, although initial emphasis on receptive, passive modalities. Communicative tasks are stressed.

Class time: 33% lecture, 33% discussion, 33% group work

Workload: 8 pages of reading per week, 5 exams, short essays
Grade: 25% final exam, 33% written reports/papers, 66% quizzes, there is a final only if quizzes and other work are not good enough for an A.
Exam format: grammar sentences, reading comprehension, aural comprehension.

DTCH 1102 BEGINNING DUTCH

(Last taught: W94) §1110; prereq 1101, 5 cr
 Instructor: BOS P
 General Ed Req: none

This is a language course that, just like 1101, tends to emphasize the communicative aspect of the language. Classes consist of discussion of course materials, lots of little group work and absolutely no drills! Apart from learning to actively use your Dutch skills in speaking, writing and reading, you can expect to get a 'taste' of Dutch culture while being taught by a native speaker.

Workload: 15 pages of reading per week, 8 exams, listening to Dutch tapes, approximately 10 exercises a week

Exam format: quizzes: aural comprehension, reading comprehension parts — both texts will be related to reading which has preceded the exam.

DTCH 1104 INTERMEDIATE DUTCH

(Last taught: F93) prereq 1103 or #, 5 cr
 Instructor: VAN DER SANDEN
 General Ed Req: none

5 credit, prerequisite Dutch 1103 or proven proficiency in Dutch to participate meaningfully at 1104 level. All four skills (listening, reading speaking, writing) at the intermediate levels of the ACTFL scale. Teaching emphasis on communicative tasks.

Class time: 33% lecture, 33% discussion, 33% group work

Workload: 15 pages of reading per week, 5 exams, ten one page diaries and essays

Grade: 25% final exam, 33% written reports/papers, 66% quizzes, final only if work throughout quarter is not good enough for an A.

Exam format: grammar sentences, reading comprehension/writing.

DTCH 3011 CONVERSATION AND COMPOSITION

(Last taught: F93) prereq 1106 or #, 4 cr
 Instructor: VAN DER SANDEN
 General Ed Req: none

Spoken and written Dutch at the intermediate high and advanced level. Grammar review: book by Donaldson, "Dutch Reference Grammar", 4 credits. Prerequisite: Dutch 1106 or proven proficiency in Dutch at the required levels.

Class time: 20% lecture, 40% discussion, 40% group work

Workload: 8 papers, number of pages of reading varies each week

Grade: 50% written reports/papers, 50% oral proficiency

DTCH 3012 CONVERSATION AND COMPOSITION

(Last taught: F93) prereq 3011, 4 cr
 Instructor: VAN DER SANDEN
 General Ed Req: none

Spoken and written Dutch at the intermediate high and advanced level. Grammar review; book by Donaldson, Dutch Reference Grammar. 4 credits. Prerequisite: Dutch 1106 or proven proficiency in Dutch at the required levels.

Class time: 20% lecture, 40% discussion, 40% group work

Workload: 8 papers, number of pages of reading varies each week

Grade: 50% written reports/papers, 50% oral proficiency

DTCH 3310 STUDIES IN DUTCH AUTHORS: COLONIALISM, DECADENCE, AND THE LOSS OF THE SELF

(Last taught: F93) prereq 1103 or 15 cr of 1110 or #, 4 cr
 Instructor: PARENTE J
 General Ed Req: none

The topic for the winter quarter is "Colonialism, Decadence and the Loss of the Self: Dutch Literature 1860-1920." This course serves to introduce students to six major Dutch writers. We will begin with Maltatuli's novel "Max Havelaar" (1860), the masterpiece of 19th century Dutch literature, and one of the earliest works to problematize the lot of the European colonialist in a non-European culture. Colonialism is further discussed in the novel "The Hidden Force" (1900) by Louis Couperus, a work that chronicles the psychological disintegration of a Dutch civil servant in Java. Novels by Fredrik Van Eeden, Marcellus Emats, and J. van Oudshoorn follow, which present psychiatric case studies of protagonists burdened with mental illness and sexual inadequacy. Lastly, we will read the masterpiece of Dutch naturalist theater, Herman Heijermans's "The Good Hope" (in repertory during the winter at the Guthrie Theater), an indictment of the injustices committed against seamen by the Dutch shipping industry. All readings in English.

Class time: 30% lecture, 70% discussion

Workload: 150 pages of reading per week, 2 papers

Grade: 60% written reports/papers, 40% class participation

DTCH 3610 DUTCH AUTHORS IN TRANSLATION: COLONIALISM, DECADENCE, AND THE LOSS OF THE SELF

(Last taught: F93) no knowledge of Dutch req, 4 cr
 Instructor: PARENTE J
 General Ed Req: none

The topic for the winter quarter is "Colonialism, Decadence and the Loss of the Self: Dutch Literature 1860-1920." This course serves to introduce students to six major Dutch writers. We will begin with Maltatuli's novel "Max Havelaar" (1860), the masterpiece of 19th century Dutch literature, and one of the earliest works to problematize the lot of the European colonialist in a non-European culture. Colonialism is further discussed in the novel "The Hidden Force" (1900) by Louis Couperus, a work that chronicles the psychological disintegration of a Dutch civil servant in Java. Novels by Fredrik Van Eeden, Marcellus Emats, and J. van Oudshoorn follow, which present psychiatric case studies of protagonists burdened with mental illness and sexual inadequacy. Lastly, we will read the masterpiece of Dutch naturalist theater, Herman Heijermans's "The Good Hope" (in repertory during the winter at the Guthrie Theater), an indictment of the injustices committed against seamen by the Dutch shipping industry. All readings in English.

Class time: 30% lecture, 70% discussion

Workload: 150 pages of reading per week, 2 papers

Grade: 60% written reports/papers, 40% class participation

EAST ASIAN STUDIES

EAS 1463 INTRODUCTION TO EAST ASIA IN MODERN TIMES

(Last taught: F93) §Hist 1463, 3463, 4 cr
 Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!
 General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course surveys the modern history of China, Japan, Korea and Vietnam. It looks at the collapse of the traditional order in the 19th Century, colonialism, the modernization of Japan, World War II, communism in China and the war in Vietnam.

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
 A* = Group A, Formal Language sub-category
 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 60% lecture, 30% discussion, 10% slides
Workload: 80 pages of reading per week, 3 exams, 1 paper, 1 map exercise
Grade: 40% mid-quarter exam(s), 30% final exam, 30% written reports/papers
Exam format: 20% identification, 80% essay

EAS 3464 EARLY MODERN CHINA, 1350-1750

(Last taught: W94) §Hist 3464, 4 cr
Instructor: WALTNER A
General Ed Req: (CLA: WS) (CBS: WS)
This course covers the social and intellectual history of early modern China. We will read primary sources, including fiction and poetry, as well as secondary works of scholarship. We will look at how society was organized and how social organization changed. It should be of interest to students of Chinese literature, as well as those interested in history.

Class time: 70% lecture, 30% discussion
Workload: 150 pages of reading per week, 3 papers, take-home final
Grade: 70% written reports/papers, 30% class participation
Exam format: take-home essay

EAS 3465 CHINA'S RESPONSE TO THE WEST, 1750-1911

(Last taught: F93) §Hist 3465, 4 cr
Instructor: WALTNER A
General Ed Req: (CLA: WS) (CBS: WS)
This course will examine the social, intellectual and political history of China from 1750 to 1911. In chronicling the decline of the last Chinese dynasty, we will look at the internal logic of Chinese history as well as examining the impact of western ideas and institutions on Chinese society. Western imperialism, eighteenth century population growth, internal rebellion and reform movements are all topics we will address. We will look at a variety of ways of conceptualizing social change. The class format will be a mixture of lecture and discussion. Students will be asked to do several short writing assignments using primary documents as their sources. I encourage students to use their imaginations in these assignments. Much of the assigned reading will be primary sources, including fiction. We will read portions of the eighteenth century novel "The Story of the Stone"; Philip Kuhn's "Soulstealers", which discusses a sorcery episode; Pamela Crossley's "Orphan Warriors", which deals with the question of Manchu ethnicity, as well as other texts which deal with ordinary life in nineteenth century China.

Class time: 80% lecture, 20% discussion
Workload: 100 pages of reading per week, 2 exams, 2 papers
Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers
Exam format: identification of terms and essay

EAS 3468 PEOPLE'S REPUBLIC OF CHINA: THE COMMUNIST REVOLUTION, 1900 TO PRESENT

(Last taught: F93) §Hist 3468, Hist 5468, 4 cr
Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!
General Ed Req: (CLA: WS) (CBS: WS)
The main purpose of this course is to provide the student with an overview of the communist phase of the Chinese revolution, including some fundamentals of Marxism-Leninism, events in the revolution, the development of the Chinese Communist Party, the thought of Mao Zedong, the Chinese social system, and aspects of current development policies. Secondary goals include reading and discussion of Chinese literature and descriptions of Chinese life, a consideration of the nature of a revolutionary society, the study of a non-Western culture, and the opportunity to write a paper.

Class time: 80% lecture, 10% discussion, 10% slides
Workload: 80 pages of reading per week, 2 exams, 1 paper, 1 map exercise
Grade: 20% mid-quarter exam(s), 30% final exam, 50% written reports/papers
Exam format: 20% identification; 80% essay

EAS 3471 20TH-CENTURY JAPAN

(Last taught: W94) §Hist 3471, Hist 5471, 4 cr
Instructor: MARSHALL B
General Ed Req: (CLA: WS) (CBS: WS)
Objectives: to introduce the student to the historical experience of

Japan from the 1910s to the 1980s. The first third of the course will explore the domestic social, cultural and political changes accompanying industrial growth in the 1920s. It will be possible to examine internal as well as external causes of Japanese aggression in the 1930s and 40s as well as to examine some of the revision views of the Pacific War. The last third of the course focuses on the American Occupation reforms and their legacy for political and economic life in the postwar era.

Class time: 90% lecture, 5% discussion, 5% slides
Workload: 100 pages of reading per week, 2 exams, 1 paper
Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers
Exam format: essay

EAS 3474 RISE OF MODERN JAPAN, 1853-1914

(Last taught: F93) §Hist 3474, 4 cr
Instructor: MARSHALL B
General Ed Req: (CLA: WS) (CBS: WS)
To introduce the student to the historical experience of Japan during the Meiji "revolution"-a transition from the "traditional" society of the Tokugawa shogunate (1600-1867) to the "modern" culture of the Meiji period (1868-1912). The first third of the course will explore the internal social, cultural and political changes as well as foreign intrusion which destroyed the old regime. It will then be possible to examine the native sources as well as the Western influences that produced Japan's constitutional monarchy, parliamentary institutions, industrial economy, modern social structure and overseas conquests. Finally the course will explore the legacy of the Meiji period for 20th century Japan, discussing the signs of social and cultural stress stemming from these "successes." No prereqs. The course is designed with three types of undergrads in mind. It is a self-contained introduction for the general liberal arts undergrad as well as those intending to go on in, e.g., the School of Management or Journalism. It will also continue to fulfill one of the major requirements for History majors. Finally, majors in East Asian Studies and the new Asian track of the Int'l Relations can continue to use it to complete their requirements.

Class time: 90% lecture, 10% discussion
Workload: 100 pages of reading per week, 2 exams, 1 paper
Grade: 30% mid-quarter exam(s), 50% final exam, 20% written reports/papers
Exam format: essay

EAS 3481 MODERN JAPANESE SOCIETY

(Last taught: F93) §Soc 3481; prereq introductory sociology or #, 4 cr
Instructor: BROADBENT J
General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)
This course introduces the student to the whole gamut of institutions of Japanese society that frame the world view of its people and provide the background for its activities. At the same time, as we go through, I discuss each institution in comparison to how they work in the US, or sometimes other societies, such as the Chinese and Korean roots of some aspects of Japanese society. This clarifies for the student the distinctive qualities of both the US and Japan, as well as other societies. It also provides an integrated understanding of how another society works as a holistic system, which is more valuable than bits and pieces of knowledge which can be seen as exotica. By inculcating an understanding of the integrity of another culture, this approach enhances the student's overall ability to enter into and negotiate foreign cultures. I start with an historical overview, then go into the basic religious and value system orientations, such as personality formation, morality, and norms of relating. Then I proceed through the family and socialization, education, work, business organization, politics, social stratification, and social problems like discrimination, the status of women, and crime.

Class time: 70% lecture, 30% discussion
Workload: 100 pages of reading per week, 1 exam, 1 paper, 4 short biweekly "reaction papers" to readings (2-3 pp)
Grade: 30% final exam, 40% written reports/papers, 10% class participation, 20% reaction papers
Exam format: essay

ECOLOGY, EVOLUTION AND BEHAV

EEB 1019 OUR CHANGING PLANET

(Last taught: S93) §Ast 1019, Geo 1019, 4 cr

Instructor: MURTHY V

General Ed Req: (CLA: B) (CSOM: B)

This is an interdisciplinary course for non-science as well as science majors who are interested in a better understanding of the complex network of Earth systems that make it possible for life to survive, and the possibility of upset to these systems by natural and especially human perturbations. The course is team-taught by six award-winning faculty from Astronomy, Ecology, Evolution and Behavior, Education, and Geology. There are three lectures per week, plus a two-hour "active learning session" where students work in cooperative learning groups on interesting exercises designed to reinforce the course themes. Professors are present throughout the course, not just during their own lectures, and a "ringmaster" provides integration among the disciplines. Specially-trained graduate students coordinate the active learning sessions with faculty assistance. The unique approach of this course means that appropriate textbooks have not yet evolved. We will be using the preliminary version of a text called "Our Changing Planet - Earth System Science and Global Environmental Change), by J. and T. Mackenzie.-

Class time: 50% lecture, 10% discussion, 40% active learning sessions

Workload: 30 pages of reading per week, 3 exams, homework, 1-2 hours/week

Grade: 20% mid-quarter exam(s), 30% final exam, 5% class participation, 15% problem solving, 30% group work in active learning sessions; homework assignments tentative

Exam format: short and long answer questions, some notes allowed

EEB 3111 INTRODUCTION TO ANIMAL BEHAVIOR

(Last taught: F93) §AnSc 3111; prereq Biol 1008 or 1009 or #, 4 cr

Instructor: PHILLIPS R

General Ed Req: (CSOM: B)

This course is a survey of the biological study of behavior, including questions of causation, development, function and evolution; it emphasizes the evolution of behavior, especially that of social behavior, of animals in their natural environments. Topics include the genetic basis for behavioral evolution; mechanisms of development; mechanisms for detecting and reacting to events in the environment; ways of studying evolutionary history of behavior; behavior as an adaptive mechanism; and detailed analysis of the effects of environment on reproduction, sexual and parental behavior, and on social behavior. Finally human behavior is examined in light of results of studies of other species. Texts: Alcock, John "Animal Behavior. An Evolutionary Approach" 5th edition; Dawkins, R. "The Selfish Gene" 2nd edition.

Class time: 60% lecture, 25% discussion, 15% videos and films

Workload: 55 pages of reading per week, 2 exams, 2 papers

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

Exam format: essay

EEB 3111 INTRODUCTION TO ANIMAL BEHAVIOR

(Last taught: S93) §AnSc 3111; prereq Biol 1008 or 1009 or #, 4 cr

Instructor: PUSEY A

General Ed Req: (CSOM: B)

Survey of the biological study of animal behavior, including questions of causation (mechanism), development, function and evolution; emphasizes the evolution of adaptive behavior, especially social behavior in the natural environment.

Class time: 100% lecture

Workload: 100 pages of reading per week, 2 exams, one essay, one annotated bibliography

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

Exam format: multiple choice, short answer, some essay

EEB 5122 PLANT/ANIMAL INTERACTIONS

(Last taught: F93) prereq Biol 1106 or Biol 3011, Biol 1103 or Biol 3012, 10 cr in biological sciences, or #, 4 cr

Instructor: MORROW P

General Ed Req: (CSOM: B)

Text: Howe & Westley 'Ecological Relationships of Plants and Animals'. This is a course in evolution and ecology that examines interactions at biochemical, organismal, population and community levels. We explore mutualistic interactions (pollination and seed dispersal and protection) and antagonistic interactions (herbivory). About 3/4 of the examples are drawn from literature on plants and insects and about 1/4 from vertebrate literature. In discussion sections students read original literature and co-lead a session.

Class time: 66% lecture, 33% discussion

Workload: 25 pages of reading per week, 2 exams, 1 paper, 1 poster presentation; students exchange early drafts of term papers to get/give comment

Grade: 30% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 15% discussion section and poster presentation

Exam format: short essays, some multiple choice

EEB 5129 MAMMALOLOGY

(Last taught: F93) §FW 5129; prereq Biol 1106 or Biol 3011 or #, 5 cr

Instructor: BIRNEY E

General Ed Req: (CSOM: B)

After completing this course, each student should be able to: 1) discuss general mammalian biology and have sufficient background to become a specialist in any single aspect of mammalogy after additional study; 2) discuss the evolutionary and biogeographic history of the Mammalia, at least in broad-brush terms; 3) recognize and identify all mammals at the ordinal level, North American mammals at the familial level, mammals north of Mexico at the generic level, and Minnesota mammals at the specific level; 4) discuss mammalian distribution at the levels in #3 above. Text: Vaughan, T. A. 1986. "Mammalogy" 3rd edition.

Class time: 50% lecture, 45% laboratory, 5% field trip

Workload: 3 exams, 1 paper

Grade: 14% mid-quarter exam(s), 22% final exam, 14% written reports/papers, 14% quizzes, 43% lab work, 7% field trip; choose mid-quarter or quizzes for grade

Exam format: short answer, definitions, essay

EEB 5136 ICHTHYOLOGY

(Last taught: W94) prereq 15 cr incl Biol 1106 or Biol 3011, 4 cr

Instructor: SIEMS D

General Ed Req: (CSOM: B)

This course is designed to provide students with broad familiarity of the concepts and methods of ichthyology. Lecture emphasizes structure and function, comparative anatomy, the principles of phylogenetic systematics, fish behavior, and zoogeography of freshwater fishes. Laboratory focuses on taxonomy of Minnesota fishes and on measurement and analysis of intraspecific variation. Text: Moyle, P.B. and Cech, J. J. 1988, "Fishes: An Introduction to Ichthyology"

Class time: 40% lecture, 10% discussion, 50% laboratory

Workload: 40 pages of reading per week, identification of 15-20 species per week

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Grade: 25% mid-quarter exam(s), 25% final exam, 10% special projects, 40% lab work

Exam format: short answer, essay

EEB 5601 LIMNOLOGY

(Last taught: F93) §Geo 5601; prereq Chem 1005 or #, 4 cr

Instructor: SHAPIRO J

General Ed Req: (CSOM: B)

Limnology is the science of lakes. The course begins with lake formation, then describes the physical attributes of water bodies, such as stratification as a result of solar radiation, water movements, etc. After a brief introduction to lake biology the chemical attributes are described, following which considerable time is spent once more on the organisms living in lakes, and their interrelations with the physical and chemical conditions. Finally, a series of case studies of lake restoration illustrate how all of the information taught is necessary to successful lake management and restoration. The aim of the course is to present lakes as ecosystems and to illustrate the need to understand how all aspects interact.

Class time: 85% lecture, 15% discussion

Workload: 30 pages of reading per week, 2 exams, 8-10 scientific papers are to be read and are included in the exams

Grade: 30% mid-quarter exam(s), 70% final exam

Exam format: short answer questions that require the students to integrate various aspects of what they have been taught

EEB 5608 ECOSYSTEMS: FORM AND FUNCTION

(Last taught: W94) prereq 5601 or Biol 5041 or Biol 5841 or equiv, 4 cr

Instructor: GORHAM E

General Ed Req: (CSOM: B)

Nature and development of terrestrial, wetland, and aquatic ecosystems. Analysis of energy flow and element cycling in relation to environmental controls, self-regulation, natural and human disturbances. About 2/3 of lectures will be by a diverse group of university faculty; the rest will be by the instructor. Relevant textbooks, and a set of readings, will be available on reserve in the St. Paul central library.

Class time: 100% lecture

Workload: 25 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: take-home essay

ECONOMICS

ECON 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §1104; prereq plane geometry and interm algebra at GC 0623 and GC 0631 level, 4 cr

Instructor: GOLLIN D

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The purpose of this class is to introduce students to basic concepts of microeconomics. By the conclusion of the quarter, students will understand some of the ways in which economic forces shape the behavior of people, firms and societies. They will be able to read and critique articles on economic issues in newspapers and magazines—and to identify errors and misleading conclusions. Students will also acquire the skills needed for further courses in economics. Topics covered will include production, specialization and exchange; supply and demand; consumer behavior; firm behavior; market structure; government intervention in the economy; and selected topics. Algebra is required. Simple graphical and mathematical tools will be used, as well as intuition.

Class time: 75% lecture, 25% problem-solving recitation sections

Workload: 50 pages of reading per week, 2 exams, 4 problem sets

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

Exam format: mixture of multiple choice, short answer, problem solving; final exam similar to midterm with the addition of multiple choice

ECON 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: W93) §1104; prereq plane geometry and interm algebra at GC 0623 and GC 0631 level, 4 cr

Instructor: HORA M

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

There will be as much open discussion as possible concerning current issues and topics relevant to the course. The students will be able to propose these issues on the basis of their own interests with economics. Consequently, students should read the news, especially the financial and business news. Topics: economics as a discipline; consumer theory and applications; theory of the firm and applications. Text: "Microeconomics", Samuelson and Nordhaus, McGraw Hill 14th ed.

Class time: 70% lecture, 30% discussion

Workload: 30 pages of reading per week, 3 exams, 5 homework problems and short answer essay

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

Exam format: computational problems, short essays and statements of definitions

ECON 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §1104; prereq plane geometry and interm algebra at GC 0623 and GC 0631 level, 4 cr

Instructor: LUTTERMAN M

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Text: "Microeconomics", 2nd ed. 1993, by Michael Parkin. The first quarter of a two quarter sequence in Micro and Macroeconomics co-sponsored by the MLK Program, this section will rely more heavily on group work and experiments than the regular sections of 1101. Students will be expected to come to class prepared for discussion. Participation will be graded based on contracted oral and/or written projects. Group work will be graded based on contracted formulas. Microeconomics studies the behavior of individual agents: consumers and firms, and how they interact in markets. Basic theories introduced will be markets, supply and demand, consumer and firm behavior, different market structures, efficiency, welfare, and comparative advantage. Specifying assumptions for a model economy we will use graphs, algebra and theories to simulate economic behavior.

Workload: 40 pages of reading per week, 3 exams, 6 problem solving homework projects, expect 8 hrs homework/week

Exam format: midterm: short answer essay, graphs with explanations, and problem solving; final: like midterm plus some multiple choice. All are closed book.

ECON 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: S93) §1104; prereq plane geometry and interm algebra at GC 0623 and GC 0631 level, 4 cr

Instructor: REBELEIN R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Introduction to economics; esp. principles of microeconomics. Behavior of economic agents: consumers and producers. Supply and demand. Industries operating competitively, as a monopoly, monopolistic competition and oligopoly. Government intervention in markets.

Class time: 75% lecture, 25% recitation

Workload: 2 exams, 4 homework assignments

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: approximately: 30% multiple choice, 25% short answer, 45% problem solving

ECON 1101 PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §1104; prereq plane geometry and interm algebra at GC 0623 and GC 0631 level, 4 cr

Instructor: SOTKIEWICZ P

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The course is designed to give students an introduction to the principles of microeconomics through the use of intuition, basic mathematics, and graphical analysis. The focus of the course will be on supply and demand, consumer theory, theory of the firm and different market structures. Algebra is required.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 2 exams

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: mid-term exam is short answer essay and problem solving; final exam is like the midterm plus there is some multiple choice

ECON 1101H HONORS COURSE: PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §1104; prereq plane geom and interm alg at GC 0623, GC 0631 level...B avg rec, 5 cr

Instructor: HO-KIM T

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This is an introductory course in microeconomic theory but it is entirely distinct from ECON 1101 (non-honours). The focus of the course is on the development of a few key economic principles rather than a wide variety of phenomena (as in Econ 1101). We rely much more heavily on algebra and geometry and in addition, the course presents an extra challenge in the form of the abundant use of basic logic principals (which are all taught in class). Calculus is not required. Even though the approach of the course is quite technical. Intuition is emphasized. As a microeconomics course, the focus is on decision-making by individual consumers and producers (follow-up course is in Spring-tentative new course number is ECON 1111)

Workload: 20 pages of reading per week, 2 exams, readings are quite technical so considered medium/high workload

Exam format: problem solving; may include brief true/false or multiple choice

ECON 1101H HONORS COURSE: PRINCIPLES OF MICROECONOMICS

(Last taught: W93) §1104; prereq plane geom and interm alg at GC 0623, GC 0631 level...B avg rec, 5 cr

Instructor: TESELLE G

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Introduction to basic microeconomic principles in a general equilibrium approach. Prerequisites: knowledge of plane geometry and intermediate algebra.

Class time: 75% lecture, 25% discussion

Workload: 25 pages of reading per week, 2 exams, 7 homeworks (approx. 1 per week)

Grade: 25% mid-quarter exam(s), 40% final exam, 35% problem solving

Exam format: problems and proofs of propositions

ECON 1102 PRINCIPLES OF MACROECONOMICS

(Last taught: S93) §1105; prereq 1101 or equiv, plane geom, interm alg at GC 0623, GC 0631 level, 4 cr

Instructor: DEBUGNE R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

As opposed to Microeconomics which is the study of the economic behavior of individual firms and households, Macroeconomics is the study of the collective economic behavior of the firms and households that make up an economy. We focus on two categories of problems in Macroeconomics: Growth and Stability. The former is concerned with the original question posed by Adam Smith: What determines the economic wealth of nations? The latter addresses the more recent issues brought to the fore by John Maynard Keynes: How do we tame unemployment, inflation and the business cycle: We look at simple models used to analyze these problems and alternative policies proposed to address them. The method is lecture/discussion.

Class time: 75% lecture, 25% discussion

Workload: 2 exams

Grade: 35% mid-quarter exam(s), 65% final exam

Exam format: problem solving and essay

ECON 1102 PRINCIPLES OF MACROECONOMICS

(Last taught: W93) §1105; prereq 1101 or equiv, plane geom, interm alg at GC 0623, GC 0631 level, 4 cr

Instructor: OLSON

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to the study of macroeconomics. The objective is to present the terms and variables, such as inflation, GNP, and business fluctuations, used in macroeconomics and the theories used to explain the behavior of these variables in the context of the American economy. Required text: "Macroeconomics: Principles and Policies" 5th edition, by Baumol and Blinder, and "Anatomy of a Crisis," Chap. 3 of "Free to Choose by Milton and Friedman. Photocopies are on reserve in the Reserve Section of the basement of Wilson Library. Optional but recommended: "Study Guide for Baumol and Blinder's Economics Principles and Policy" 5th edition by Swan. Use of the study guide is recommended to help students understand the course material. It is not, however, a substitute for the textbook or attending lecture. A limited number are on reserve in the Reserve Section of Wilson Library. Students having difficulties in the course will be strongly urged to use the Study Guide.

Class time: 95% lecture, 5% discussion

Workload: 50 pages of reading per week, 2 exams, 6-7 homework sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% homework

Exam format: multiple choice, short answer and problems

ECON 1102 PRINCIPLES OF MACROECONOMICS

(Last taught: S93) §1105; prereq 1101 or equiv, plane geom, interm alg at GC 0623, GC 0631 level, 4 cr

Instructor: OLSON E

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is an introduction to the study of macroeconomics. The objective is to present the terms and variables, such as inflation, GNP, and business fluctuations, used in macroeconomics and the theories used to explain the behavior of these variables in the context of the American economy. Students are expected to be able to use supply and demand analysis, graph a linear equation, solve algebraic equations for a determined variable, and do arithmetic computations. Required texts: "Macroeconomics: Principles and Policies", 5th edition, by Baumol and Blinder, and Chapter 3 Anatomy of a Crisis, from "Free to Choose", by Milton and Rose Friedman. Photocopies are on reserve in the Reserve Section of the basement of Wilson Library. Optional text but recommended: "Study Guide for Baumol and Blinder's Economics Principles and Policy", 5th edition, by Swan.

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

Workload: 50 pages of reading per week, 2 exams, 6-7 homework sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: multiple choice, short answer, problems

ECON 1102 PRINCIPLES OF MACROECONOMICS

(Last taught: W93) §1105; prereq 1101 or equiv, plane geom, interm alg at GC 0623, GC 0631 level, 4 cr

Instructor: SWAN C

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

National income; money and banking; business cycles; international trade.

Class time: 70% lecture, 30% discussion

Workload: 45 pages of reading per week, 2 exams, 6-7 homework sets

Grade: 35% mid-quarter exam(s), 40% final exam, 25% homework

Exam format: multiple choice, true/false, definitions, problems, short answer

ECON 1104 PRINCIPLES OF MICROECONOMICS

(Last taught: W94) §1101; prereq 1 qtr calc, 4 cr

Instructor: BAJARI P

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is intended to introduce students to the basic concepts in microeconomics. We will develop a simple model of how consumers and firms make choices and how the price system organizes economic

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

activity. Also market imperfections. Information and the role of the government will be discussed. An introductory calculus course is required.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 2 exams, 5 quizzes, 7 or 8 homeworks

Grade: 20% mid-quarter exam(s), 20% final exam, 20% quizzes, 40% problem solving

Exam format: multiple choice, problem solving and short answer

ECON 1104 PRINCIPLES OF MICROECONOMICS

(Last taught: W93) §1101; prereq 1 qtr calc, 4 cr

Instructor: JEONG B

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This is a first course in economics. Therefore, I will try to expose some simple and interesting economic thoughts. Some degree of analytical thinking as well as technics is necessary. As a printed material for the course, I recommend "Microeconomics", 14th edition by Samuelson. The following are some topics that I have in mind: some fundamental concepts; consumer and demand; producer and supply; market equilibrium; less or non-competitive market; input markets; limits of market; trade.

Class time: 80% lecture, 20% discussion

Workload: reading is recommended, but not required

Grade: 20% mid-quarter exam(s), 40% final exam, 40% problem solving

Exam format: essay

ECON 3101 MICROECONOMIC THEORY

(Last taught: W94) §3105; prereq 1101, 1102 or equiv, 1 qtr calc, 4 cr

Instructor: ADAO B

General Ed Req: none

This course studies the behavior of household and firms through the use of intuition, mathematics and graphical analysis. In order to explain their behavior, we need a framework on which the analysis can be based. First, we assume that consumers and producers have some objective in mind, and they choose the best affordable pattern to fulfill that objective. Second, we need to employ some notion of equilibrium that makes the choices of these agents compatible. These two principles are the basis of any economic analysis. Text: "Intermediate Microeconomics—A modern approach", by Hal Varian. Available at the Smith Bookstore in the Blegen Hall basement. Supplementary Workbook: "Workouts in Intermediate Microeconomics", by Hal Varian and Theodore Bergstrom. Also available at the Smith Bookstore.

Workload: 60 pages of reading per week, 7 exams, homework: 1-2 questions per week

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

ECON 3101 MICROECONOMIC THEORY

(Last taught: W94) §3105; prereq 1101, 1102 or equiv, 1 qtr calc, 4 cr

Instructor: CHOWDHURY M

General Ed Req: none

This course will address the following topics: behavior of households, firms, and industries under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory. We will use different simplified environments to discuss each of the topics. Text: "Microeconomic Theory: Basic Principles and Extensions" 5th edition, Walter Nicholson.

Workload: 25 pages of reading per week, 1 homework set every 2 weeks

Exam format: problem solving plus brief essays

ECON 3101 MICROECONOMIC THEORY

(Last taught: W93) §3105; prereq 1101, 1102 or equiv, 1 qtr calc, 4 cr

Instructor: CHU

General Ed Req: none

This course provides you an analytic approach to microeconomic theory. It covers the theories of household, production and markets. Textbook for the course is "Microeconomic Theory - Basic Principles and Extensions," fifth edition by Walter Nicholson. In class we will focus on using economic concepts to form the consumers' and producers' problems and using mathematics to solve these problems.

Workload: 2 exams, 4 homework sets

Grade: 25% mid-quarter exam(s), 55% final exam, 20% problem

solving

Exam format: short problem solving

ECON 3101 MICROECONOMIC THEORY

(Last taught: W94) §3105; prereq 1101, 1102 or equiv, 1 qtr calc, 4 cr

Instructor: LIU

General Ed Req: none

This course is focused on studying individual behavior and firm decisions in the economy. Some economic models are developed and analyzed to characterize economic agents behavior under competitive as well as non-competitive circumstances. Some basic algebra and calculus knowledge is required.

Class time: 70% lecture, 30% discussion

Workload: 50 pages of reading per week, 2 exams

Grade: 30% mid-quarter exam(s), 45% final exam, 25% problem solving

Exam format: short essay, problem solving, possibly multiple choice

ECON 3103 WELFARE ECONOMICS

(Last taught: S93) prereq 3101 or equiv, 4 cr

Instructor: KWAK S

General Ed Req: none

The main problem of Welfare Economics is to relate the market economy with some kind of optimality (or efficiency). The central purpose of this course is to present the necessary concepts and tools to tackle that problem. The course consists of five parts. 1) Exchange economy and optimality (ch. 2,3): we introduce such concepts as Pareto optimality, core, and competitive equilibrium for an exchange economy, and study the relationships between them. 2) Production economy and optimality (ch.4): we do the same thing as in part 1 for a production economy. 3) Externalities and public goods (ch. 5,6): we see how the results from part 1 and 2 break down in the presence of externalities or public goods, and present some remedies. 4) Preference and utility (ch.1): This is an introduction to part 5. What is contained here is some basic facts about preferences and utility functions. 5) Majority voting and Arrow's impossibility theorem (ch. 9,10): we first see problems inherent in majority voting scheme, and then give a cure for them, the next topic is the famous arrow's impossibility theorem. Text: "Welfare Economics and Social Choice Theory" Allan M. Feldman.

Class time: 100% lecture

Workload: 2 exams, 4 problem sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: short essay and numerical problems

ECON 3103 WELFARE ECONOMICS

(Last taught: W94) prereq 3101 or equiv, 4 cr

Instructor: PARK T

General Ed Req: none

Normative economics asks "What is good and bad", rather than "What is" as does positive economics. This course investigates two main branches in normative economics: classical welfare economics and social choice. Classical welfare economics is mainly about whether the market mechanism is good or bad, social desire is largely about whether the voting mechanism can improve upon results of the market. Even though a minimum dose of mathematical technicality is used in the class, rigorous and clear logic is required to understand the topic.

Class time: 100% lecture

Workload: 200 pages of reading per week, 2 exams, 4 homework problem sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: problem solving and short essay

ECON 3701 MONEY AND BANKING

(Last taught: W94) §5701, 5721; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: HORA M

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is designed to present a brief introduction to the institutional arrangements of the United States banking and financial systems and a survey of standard economic theories and tools that are relevant to financial markets and banking. In addition to the institutional structures, the topics to be addressed include risk, asset markets

and asset prices, money supply and demand, the Quantity Theory of Money, and Macroeconomic implications of monetary policies. Additionally, there may be interactive computer simulations based on financial market trading. However, as of this date, the program has not been set up.

Workload: 45 pages of reading per week, 3 exams, 3 homework problem sets

Exam format: multiple choice, short essay, problem solving

ECON 3752 FINANCIAL ECONOMICS II

(Last taught: W94) §5752H; prereq 3751, 4 cr

Instructor: KIM C

General Ed Req: none

The study of economic arrangements for trading consumption claims across dates and future uncertain events. Application of basic principles of decision making under uncertainty to valuation of risky assets and other financial arrangements.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, 4 problem sets

Grade: 30% mid-quarter exam(s), 50% final exam, 20% homework assignments

Exam format: mix of essays and problem solving

ECON 3801 ELEMENTS OF PUBLIC FINANCE

(Last taught: S93) §5821; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: RAINERI R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The objective of this course is to familiarize the student with the major tools of public finance and social choice theory. Emphasis is on the theory behind public economics. Course topics include: welfare economics; externalities; public goods; incomplete information; collective choice; cost-benefit analysis; theory of the second best; and optimal taxation.

Class time: 80% lecture, 20% discussion

Workload: 25 pages of reading per week, 2 exams, 1 paper, 4 homework and group projects

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% problem solving

Exam format: multiple choice and essay questions

ECON 3960 TOPICS IN ECONOMICS: APPLICATIONS OF MICROECONOMIC PRINCIPLES

(Last taught: S93) prereq 1101H or 1104 in fall 1992 or winter 1993 or #, 4 cr

Instructor: TESELLE G

General Ed Req: none

A general-equilibrium analysis of the economic effects public goods, externalities, monopoly, government debt, and taxes. The material in this class is an extension of the general equilibrium analysis studied in Econ 1101H during academic year 92-93 (in prior years the material was presented in Econ 1101H and Econ 1104). Students taking this course should be familiar with Chapters 1-8 of Kelton and Wallace's "Economics: A Beginning General Equilibrium Approach".

Class time: 75% lecture, 25% discussion

Workload: 25 pages of reading per week, 2 exams, 7 homework sets (approx 1 per week)

Grade: 25% mid-quarter exam(s), 40% final exam, 35% problem solving

Exam format: problems, proofs of propositions

ECON 5113 INTRODUCTION TO MATHEMATICAL ECONOMICS

(Last taught: W94) prereq 3101, 3102, 3103, or equiv, Math 1251-1252, 1261, 3251 or equiv, 4 cr

Instructor: MCLENNAN A

General Ed Req: none

This course will develop a mathematically vigorous treatment of some of the fundamental models of economic theory. The course will emphasize precise thinking about the logical and mathematical foundations of these theories, and their integration general equilibrium theories in which all aspects of economic activity are considered simultaneously.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 2 exams, 8 problem sets

Grade: 20% mid-quarter exam(s), 40% final exam, 40% problem solving

Exam format: mathematical problems requiring short calculations or short proofs

ECON 5113 INTRODUCTION TO MATHEMATICAL ECONOMICS

(Last taught: S93) prereq 3101, 3102, 3103, or equiv, Math 1251-1252, 1261, 3251 or equiv, 4 cr

Instructor: WERNER J

General Ed Req: none

The students will have an opportunity to learn to do economics by applying mathematical tools to problems in economic theory. The course will develop a mathematically rigorous treatment of some of the fundamental models of economic theory.

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 2 exams, 6-7 homeworks

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: problem solving

ECON 5152 ELEMENTS OF ECONOMIC ANALYSIS: INCOME AND EMPLOYMENT

(Last taught: W94) prereq 3101, 3102 or equiv, 1 qtr calc, 1 qtr linear algebra, grad stu or #, 3 cr

Instructor: KIYOTAKI N

General Ed Req: none

This is an intermediate macroeconomics course mainly for students in agricultural economics masters and advanced undergraduate programs, who already have some background in basic micro- and macroeconomics. The topics include economic growth, business cycles, and fiscal and monetary policies.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams, homeworks (4-5)

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

Exam format: 1/3 essay, 2/3 partly analytical problems

ECON 5162 MICROECONOMIC THEORY

(Last taught: W94) prereq 5161, 5 cr

Instructor: ALLEN B

General Ed Req: none

This is the second part of a three-quarter theory course designed (and required) for first-year Ph.D. students in Economics. Undergraduates must be especially well prepared, especially in mathematics. The course focuses on general equilibrium theory, including existence and efficiency, in pure exchange economies. Several textbooks plus many technical journal articles are required reading. Weekly problem sets are an important part of the course.

Class time: 90% lecture, 10% discussion

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 75 pages of reading per week, 2 exams, weekly problem sets

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving, class participation can help in marginal cases

Exam format: problems, proofs, essay, short answer (i.e., true/false and explain why, definitions)

ECON 5163 MICROECONOMIC THEORY

(Last taught: S93) prereq 5162, 5 cr

Instructor: MCLENNAN A

General Ed Req: none

This course, which is taught in conjunction with Econ 8103, is the last part of a three quarter sequence that prepares graduate students for careers as economists by teaching the central concepts of economics, as it is currently practiced. The final quarter develops the fundamental concepts of noncooperative game theory, which is the study of rational behavior in environments in which individuals interact directly. (In older economic theories each agent is viewed as dealing with an impersonal and predictable environment through aggregate variables such as prices.) Topics include: modelling economic interactions as games; the consequences of iterative elimination of dominated strategies; simultaneously rational behavior (Nash equilibrium); refinements of Nash equilibrium; extensive form games, sequential equilibrium. The course emphasizes rigorous theoretical analyses of the concepts discussed, as well as developing the ability to apply equilibrium analysis to concrete examples.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 2 exams

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: problem solving (either proofs or computations)

ECON 5231 INTRODUCTION TO ECONOMETRICS

(Last taught: W94) prereq 3101 or equiv, Stat 5121-5122 or Stat 5131-5132-5133; Math 1251-1252, 1261 or equiv or #, 4 cr

Instructor: KITAMURA Y

General Ed Req: none

Advanced econometric models, including systems of simultaneous equations, structural models of qualitative economic behavior. Asymptotic and small sample properties of estimators. Applications of econometrics to household and firm behavior; forecasting and policy analysis with macroeconomic models. Business and economic forecasts using time series models.

Class time: 85% lecture, 15% discussion

Workload: 50 pages of reading per week, 2 exams, 4 problem solving assignments

Grade: 30% mid-quarter exam(s), 40% final exam, 30% problem solving, computer assignments

Exam format: problem solving, short answers

ECON 5262 APPLIED ECONOMETRICS

(Last taught: W94) no grad cr; prereq 5261, 5 cr

Instructor: GEWEKE J

General Ed Req: none

Conceptual basis of econometric theory (omitting many proofs of theorems); application to economic models. Laboratory.

Class time: 80% lecture, 20% laboratory

Workload: 40 pages of reading per week, 1 exam, worked problems -2 hr/wk; computer lab - 5 hr/wk

Grade: 40% final exam, 15% problem solving, 45% applications

Exam format: 4-5 problems

ECON 5301 ECONOMIC DEVELOPMENT

(Last taught: S93) §5331; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: HU Y

General Ed Req: (CLA: WS) (CBS: WS)

Most of our knowledge about less developed countries comes from the popular press, television, personal experience and opinions expressed by others. In this course we will try to do a serious, systematic investigation of the facts, issues and theories pertaining to the problem of economic development. You may find some concepts and theories in development economics are counter intuitive, or conflict with conventional wisdom. And at the same time you may get the impression that there does not exist the theory of economic development, all theories and analysis are partial and they look at the problem

from different perspectives and serve different purposes. Text: "The Economics of Developing Countries" by Nafziger, 2nd edition, available in H.D. Smith Bookstore in Blegen Hall.

Class time: 90% lecture, 10% discussion

Workload: 40 pages of reading per week, 1 exam, 1 paper

Grade: 50% final exam, 25% written reports/papers, 25% problem solving

Exam format: multiple choice, short problem solving and answering questions

ECON 5301 ECONOMIC DEVELOPMENT

(Last taught: W94) §5331; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: MATHESON V

General Ed Req: (CLA: WS) (CBS: WS)

Required text: "Economic Development" 2nd edition, J. Hogendorn, 1992. The main purpose of this class is to develop an understanding of the theory behind the economics of developing nations and to apply this theory to the current world economic situation. The scheduled syllabus may be changed to accommodate any special interests of students in the class. Topics: Defining and measuring development; engines of growth; savings, investment and technology; human resource development; international trade; economic efficiency; other issues in development; population growth; environmental issues

Workload: 2 exams, 1 paper, 3 homework assignments

Grade: 15% mid-quarter exam(s), 35% final exam, 25% written reports/papers, 25% problem solving

ECON 5312 TECHNOLOGY AND DEVELOPMENT

(Last taught: W94) prereq 3101, 3102 or equiv or #, 4 cr

Instructor: RUTAN V

General Ed Req: none

This course covers the contribution of technical change to economic growth; sources of productivity growth and decline; the economics of research and development; the role of economic and social factors in the generation and diffusion of technical change; the impact of regulation on technical change and productivity growth; and issues in science and technology policy. The course is designed for undergraduate seniors and students enrolled in professional masters programs.

Class time: 80% lecture, 10% discussion, 10% student paper presentation

Workload: 50 pages of reading per week, 1 exam, 1 paper, 4 mini-papers (2 pp each)

Grade: 50% final exam, 40% written reports/papers, 10% class participation

Exam format: essay

ECON 5401 INTERNATIONAL ECONOMICS

(Last taught: W93) §5431, 5432; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: BRANTLEY

General Ed Req: none

The field of Int'l Economics tackles the problems which arise from economic interaction between sovereign states. This course (and text) is divided into two main parts: int'l trade and int'l money. We will begin by looking at some very basic models of trade and study the consequences of trade on economic growth, income distribution, and welfare. Then we will look at examples of int'l trade policy and the continuing debate between free trade and protectionism. In the second part of the course, we will focus on exchange rate determination, history of the int'l monetary system, and the int'l coordination of macroeconomic policies under floating exchange rates. Today the study of Int'l Economics is becoming more important as our world becomes more interdependent. "Through int'l trade in goods and services, and int'l flows of money, the economies of different countries are more closely linked to one another now than ever before. At the same time, the world economy is more turbulent than it has been in many decades. Keeping up with shifting int'l environment has become a central concern of both business strategy and national economic policy." Text: "Int'l Economics: Theory and Policy" by P. R. Krugman and M. Obstfeld. old edition is OK

Workload: 3 exams, 4 homework assignments

Grade: 50% mid-quarter exam(s), 40% final exam, 10% homework assignments

ECON 5401 INTERNATIONAL ECONOMICS

(Last taught: S93) §5431, 5432; not open to Econ maj; prereq 1101, 1102 or equiv, 4 cr

Instructor: MATHESON V

General Ed Req: none

The main purpose of this class is to develop an understanding of the theory behind economic relationships between countries and to apply this theory to the current world economic situation. The class will be broken into two major sections: trade and finance. Both sections will include basic theory and applied economics. The scheduled syllabus may be changed to accommodate any special interests of students in the class. Text required: "International Economics: Theory and Policy" 2nd ed, P. Krugman and M. Obstfeld, New York 1991. Widely available used for \$37.50.

Class time: 100% lecture

Workload: 2 exams, 4-5 homework assignments, plus independent assignment

Grade: 20% mid-quarter exam(s), 40% final exam, 40% problem solving

Exam format: essay, problem solving

ECON 5431 INTERNATIONAL TRADE

(Last taught: W93) §5401; prereq 3101, 3102, 3103 or equiv, 4 cr

Instructor: SAHI S

General Ed Req: none

The course explains the fundamentals of international economics. International trade includes theories of trade, trade patterns, trade barriers, protection, commercial policy and U.S. trade. International finance includes exchange rates, international balance of payments, deficit, international financial institutions, and international monetary systems.

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 40% final exam, 25% written reports/papers, 10% homework

Exam format: multiple choice and essay (short answer)

ECON 5431H HONORS COURSE: INTERNATIONAL TRADE

(Last taught: W93) §5401; prereq 3101, 3102, 3103 or equiv, 1 qtr calc...B avg rec, 5 cr

Instructor: KEHOE T

General Ed Req: none

Course will study explanations of trade patterns and theories of commercial policy and international capital flows. The textbook will be "International Economics" by Dennis Appleyard and Alfred Field. The analytical tools developed in the course will be used to analyze current movements towards economic integration in Western Europe and North America.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 2 exams, 4 problem sets

Grade: 15% mid-quarter exam(s), 30% final exam, 55% problem solving

Exam format: problems, essays

ECON 5621 URBAN ECONOMICS

(Last taught: W94) prereq 3101 or equiv, 4 cr

Instructor: MOHRING H

General Ed Req: none

This course has two major sections. In its first part, we will discuss the nature of cities and the reasons for their development and growth and also develop a framework of economic analysis for later application. More specifically, I will tell you a bit about location theory, central place theory, oligopoly theory, urban base and input/output models,

and, maybe, cost/benefit analysis. In this portion of the course, I will rely heavily on the tools to which, I hope, you have been exposed in an intermediate microeconomic-theory course such as Econ 3101. Rigorous proof of some of the propositions I will discuss in dealing with, e.g., the location of economic activity, requires a modest amount of calculus. Although, de jure, a quarter of calculus is a requirement for the course, it isn't de facto; you can easily survive without it. In the second part of the course, we will examine specific urban problems and public policies: poverty, transportation, housing, and urban public finance as examples. Text: Edwin S. Mills and Bruce W. Hamilton, "Urban Economics" 5th edition.

Class time: 67% lecture, 33% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 3-4 homework problems

Grade: 18% mid-quarter exam(s), 36% final exam, 36% written reports/papers, 10% problem solving

Exam format: essays, problems

ECON 5721 MONEY AND BANKING

(Last taught: S93) §3701, 5701; prereq 3101, 3102 or equiv, 4 cr

Instructor: LI S

General Ed Req: none

in 1992-93 CLA Bulletin

Class time: 95% lecture, 5% discussion

Workload: 2 exams, 4 homeworks

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

Exam format: problems

ECON 5821 ELEMENTS OF PUBLIC FINANCE

(Last taught: F93) §3801; prereq 3101, 3103 or equiv, 4 cr

Instructor: FOSTER E

General Ed Req: none

Tax and expenditure policies, primarily at federal level. Impact of tax structure on the distribution of income. Evaluation of public programs. Optimal mix of public and private sector output. This course is intended to focus on what you will remember 10 years from now, not on what you might memorize for a test and forget the next day. That means, in general, to concentrate on general principles, not on technical details. However, the course will deal with some technical concepts that are useful for thinking both about government in the economy and about other issues in economics. The course is designed: 1) to help you to understand competing views of the proper role of government in the economy; 2) to help you understand the effects of tax and spending programs on the economy, taking into account the way private agents will respond to government actions and the way members of the government may use their powers; 3) as with any "application" course, to deepen your understanding of the relevant aspects of economic theory.

Class time: 70% lecture, 10% discussion, 20% small group work

Workload: 25 pages of reading per week, 2 exams, 1 paper, 12 homework and group exercises

Grade: 18% mid-quarter exam(s), 36% final exam, 18% written reports/papers, 14% problem solving, 14% group exercises

Exam format: essay, problem solving, short answers

ECON 5821 ELEMENTS OF PUBLIC FINANCE

(Last taught: W94) §3801; prereq 3101, 3103 or equiv, 4 cr

Instructor: ICHIMURA H

General Ed Req: none

The class closely follows "Harvey Rosen's Public Finance" (3rd edition) and studies economics of government spending and revenue; why they do what they do and how they do and how should they do?

Class time: 80% lecture, 20% discussion

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 50 pages of reading per week, 2 exams, 5 problem sets
Grade: 20% mid-quarter exam(s), 50% final exam, 20% problem solving, 10% group presentation
Exam format: essay

ECON 5831 COST-BENEFIT ANALYSIS

(Last taught: F93) prereq 3101, 3103 or equiv, 4 cr
Instructor: FOSTER E
General Ed Req: none

Principles for evaluation of benefits and costs of public projects or programs. Definition and measurement of benefits and costs. Rate of return and rate of discount. Treatment of market imperfections, risk and uncertainty. This course is intended to focus on what you will remember 10 years from now, not on what you might memorize for a test and forget the next day. That means, in general, to concentrate on general principles, not on technical details. However, the course will deal with some technical concepts that are useful for thinking both about the value of government projects and about other issues in economics. The course is designed: 1) to prepare you to be an intelligent consumer of cost-benefit analysis (hereafter, CBA), able to read professional analysis critically, with a sense of which assumptions are important to the results, and where to look for the key issues in the analysis; 2) to provide a sufficient guide to the conventions and the literature of CBA so that, if you become a professional economist, your general economics training together with this course and independent reading will enable you to conduct CBA yourself; 3) to deepen your understanding of the relevant aspects of economic theory.

Class time: 70% lecture, 15% discussion, 15% group exercises
Workload: 50 pages of reading per week, 2 exams, 1 paper, 5 homework exercises

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 10% problem solving, 10% group exercises
Exam format: essay, problem solving, short answers

ECON 5831H HONORS COURSE: COST BENEFIT ANALYSIS

(Last taught: W94) prereq 3101, 3103 or equiv, 1 qtr calc...B avg rec, 5 cr

Instructor: FOSTER E
General Ed Req: none

Principles for evaluation of benefits and costs of public projects or programs. Definition and measurement of benefits and costs. Rate of return and rate of discount. Treatment of market imperfections, risk, and uncertainty. This course is intended to focus on what you will remember 10 years from now, not on what you might memorize for a test and forget the next day. That means, in general, to concentrate on general principles, not on technical details. However, the course will deal with some technical concepts that are useful for thinking both about the value of government projects and about other issues in economics. The course is designed: 1) to prepare you to be an intelligent consumer of cost-benefit analysis (hereafter, CBA), able to read professional analysis critically, with a sense of which assumptions are important to the results, and where to look for the key issues in the analysis; 2) to provide a sufficient guide to the conventions and the literature of CBA so that, if you become a professional economist, your general economics training together with this course and independent reading will enable you to conduct CBA yourself.

Class time: 60% lecture, 20% discussion, 20% small group work
Workload: 30 pages of reading per week, 2 exams, 1 paper, 10 homework exercises, 10 group exercises (do in class but prepare in advance)

Grade: 18% mid-quarter exam(s), 36% final exam, 18% written reports/papers, 14% problem solving, 14% group exercises
Exam format: essay, problems

ECON 5960 TOPICS IN ECONOMICS

(Last taught: W94) prereq 3101, 3102, 3103 or equiv, 4 cr
Instructor: BOCHNIARZ Z
General Ed Req: none

This course focuses on theoretical and empirical aspects of economic systems in countries of Central and Eastern Europe undertaking historical transition from centrally planned economies to market economies. The main concern is to give the student knowledge of the foundation and basic features of planned economies, their advantages and disadvantages, and reasons of their failures. Special attention will be paid to economic reforms: their successes and failures, their

particular elements such as e.g. stabilization or privatization, and their impact on economic and social processes. The major objective of the course is to train students to understand the complexity of the transition process of these countries, as well as reasons, goals and prospects of economic reforms in this region.

Class time: 75% lecture, 20% discussion, 5% students' presentation
Workload: 80 pages of reading per week, 1 exam, 1 paper
Grade: 40% mid-quarter exam(s), 50% written reports/papers, 5% in-class presentations, 5% class participation
Exam format: essay

ECON 8103 MICROECONOMIC THEORY

(Last taught: S93) prereq 5162, 5 cr
Instructor: MCLENNAN A
General Ed Req: none

For a full description see Econ 5163.

Workload: 30 pages of reading per week, 2 exams
Exam format: problem solving (either proofs or computations)

EDUCATIONAL PSYCHOLOGY

EPSY 5671 LITERARY BRAILLE

(Last taught: W94) prereq 5670 or PsyS 5170, 3 cr
Instructor: KNOWLTON M
General Ed Req: none

This course is a beginning level introduction to literary braille transcribing. The classes are structured to introduce the braille alphabet and punctuation in the first session providing the student with Grade One braille ability. The contracted shorthand system is introduced systematically in a structured sequence. The course requires much practice and memorization of specific symbols and rules for their use. Students are taught to use braillewriters, slate and stylus and computer programs for the production of braille.

Class time: 40% lecture, 20% discussion, 40% laboratory
Workload: 5 brailled assignments including one on computer
Grade: 50% final exam, 50% problem solving, a total of 5 assignments 10% each

Exam format: transcription and translation of print to braille and braille to print; proof reading of braille copy

EPSY 5701 PRACTICUM: SPECIAL EDUCATION

(Last taught: W94) prereq #, 0 cr
Instructor: KNOWLTON M
General Ed Req: none

This is a closed class for advanced licensure students in the visual disabilities teaching licensure program or the physical disabilities teaching licensure program in which they are placed in a field experience in public schools.

Class time: 100% field experience

Workload: determined by individual program

Grade: 100% evaluation by field supervisor and conference

ELECTRICAL ENGINEERING

EE 3009 LINEAR CIRCUITS I

(Last taught: W94) prereq IT stu, Math 3261, Phys 1253, 4 cr
Instructor: KAVEH M
General Ed Req: none

This course introduces students to the basic models of circuit elements and techniques for analyzing linear circuits. Resistive circuits as well as those with capacitors and inductors are considered and circuits containing operational amplifiers are introduced. Basic knowledge of first- and second-order differential equations is utilized for transient circuit analysis. Steady-state sinusoidal circuit analysis is explored.

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 3 exams, one problem set per week

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problem solving

EE 3010 LINEAR CIRCUITS II

(Last taught: S93) prereq IT stu, grade of C or better in 3009; Math 3261, Phys 1253 or ¶Phys 1253, 4 cr
Instructor: HETTHESSY J

General Ed Req: none

Text: "Circuit Analysis" by A. D. Kraus. The following chapters will be covered: 11-A.C. power; 12-3-phase power; 13-frequency selectivity and resonance; 14-mutual inductance and transformers; 15-Laplace transformation; 16-application of Laplace transformation; 18-two-port networks; 19-transfer functions; 20-frequency response and filters. Computer simulations by PSPICE will be used throughout the whole quarter.

Class time: 80% lecture, 20% problem solving sessions and computer simulations

Workload: 35 pages of reading per week, 3 exams, 5-6 problems/week

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: written exam

EE 3010 LINEAR CIRCUITS II

(Last taught: W94) prereq IT stu, grade of C or better in 3009; Math 3261, Phys 1253 or ¶Phys 1253, 4 cr

Instructor: LEE T S

General Ed Req: none

AC power; 3-phase balanced circuits; mutual inductance; 2nd-order resonances; Laplace transform; application of Laplace transform techniques and two-port circuits.

Class time: 80% lecture, 20% recitation

Workload: 25 pages of reading per week, 3 exams

Grade: 40% mid-quarter exam(s), 50% final exam, 10% problem solving

Exam format: closed book, in-class: problem solving, non-essay type

EE 3011 SIGNAL ANALYSIS

(Last taught: W94) prereq 3010, upper division elec engr maj, 4 cr

Instructor: BUCKLEY K

General Ed Req: none

This course deals with the mathematical representation and analysis of continuous-time and discrete-time signals and linear time-invariant systems. Signals are encountered in virtually every engineering application. Linear time-invariant systems are encountered and developed for a diverse set of general engineering areas, including electrical, mechanical and chemical. Analysis techniques developed are based on transform theory. Fourier Transforms, as well as the Laplace and z-Transforms, are studied. Basically, signal analysis is in terms of time and frequency domain characteristics. Input/output system descriptions are developed, and frequency and stability characteristics are studied. System (e.g. filter) design procedures are investigated.

Class time: 80% lecture, 20% recitation - problem solving

Workload: 30 pages of reading per week, 4 exams, weekly homeworks and computer assignments

Grade: 55% mid-quarter exam(s), 35% final exam, 10% problem solving, computer assignments

Exam format: problem solving

EE 3012 SYSTEM DESIGN

(Last taught: W94) prereq upper div EE maj, 3011, 4 cr

Instructor: GEORGIU T

General Ed Req: none

Continuous time linear systems: modeling, stability and feedback, performance; analysis and design tools: root locus method, bode plots, nyquist criterion; elements of sampled data systems.

Class time: 100% lecture

Workload: 50 pages of reading per week, 2 exams, 10 homework assignments

Grade: 30% mid-quarter exam(s), 50% final exam, 20% written

reports/papers

Exam format: problem solving

EE 3061 ANALOG ELECTRONICS

(Last taught: S93) prereq upper div IT, 3010, 3060, 3400 or ¶3400, 4 cr

Instructor: PERIA W

General Ed Req: none

Small-signal modelling of solid state electronic devices. Analysis and design of analog circuits involving diodes, bipolar junction transistors and field effect transistors. Operational amplifier applications. Frequency response of differential and multistage amplifiers. Feedback amplifier design.

Class time: 80% lecture, 20% recitation (supervised problem solving)

Workload: 40 pages of reading per week, 2 exams

Grade: 20% mid-quarter exam(s), 75% final exam, 5% problem solving, problem solving is weekly

Exam format: open book, crib sheet allowed, problem solving

EE 3061 ANALOG ELECTRONICS

(Last taught: W94) prereq upper div IT, 3010, 3060, 3400 or ¶3400, 4 cr

Instructor: VAN RHEENEN A

General Ed Req: none

Text: Sedra and Smith "Microelectronic Circuits"

Class time: 90% lecture, 10% discussion

Exam format: essay, calculations

EE 3062 ANALOG AND DIGITAL ELECTRONICS

(Last taught: S93) prereq upper div EE or CSci or ME maj, 3061, 3351, 3401 or ¶3401, 4 cr

Instructor: ROBBINS W

General Ed Req: none

This course begins with a continuation of the study of stability of negative feedback amplifiers begun in EE3061. Sinusoidal oscillators based on positive feedback and waveform generators are discussed. The course then covers integrated circuit operational amplifier circuit topology and some of the limitations of these circuits. The last half of the course covers digital circuits implemented with bipolar junction transistors and MOSFETS. Simple logic inverters, NAND and NOR gates, flip-flops, logic arrays, and storage elements implemented by different logic circuit families (RTL, DTL, TTL, ECL, NMOS and CMOS) are considered. Use is made of the PSPICE circuit analysis program in many of the problem assignments.

Class time: 80% lecture, 20% weekly recitation section where students solve problems under supervision

Workload: 2 exams, weekly problem assignments

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: solve problems, single 8-1/2 x 11 crib sheet permitted

EE 3110 ELECTRIC AND MAGNETIC FIELDS

(Last taught: W94) prereq upper div IT stu, Phys 1254, Math 3252, 4 cr

Instructor: ZHU J

General Ed Req: none

This course is designed to give students an introduction to the principles of electromagnetics which is one of the most fundamental subjects in an electrical engineering curriculum. The course contents include static electric and magnetic fields, fields generated by static current, time varying fields and Maxwell's equations. The focus of the course will be on the laws governing electric and magnetic fields and their interactions with dielectrical and magnetic materials. Many

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B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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important and modern engineering and technological applications will be covered for students to have better understanding of the course material. Text: "Fundamentals of Engineering Electromagnetics" by D.K. Cheng (Available at bookstore)

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 2 exams, homework

Grade: 30% mid-quarter exam(s), 40% final exam, 30% homework

Exam format: written, mathematically solving problems

EE 5161 MATERIALS AND DEVICES II

(Last taught: W94) prereq 5151 or #, 4 cr

Instructor: HIGMAN T

General Ed Req: none

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: short problems, similar to the homework, which will generally involve straight forward application of math

EE 5203 INTRODUCTION TO DIGITAL COMMUNICATION

(Last taught: W94) prereq upper division elec engr maj or grad IT maj, 3012, 5202, Stat 3091 or #, 3 cr

Instructor: KIEFFER J

General Ed Req: none

Selected topics in pulse and digital communication systems, including pulse-code modulation, phase shift and frequency shift keying, effect of noise, and coding. Choice of textbook varies from year-to-year and instructor-to-instructor.

Class time: 100% lecture

Workload: 2 exams

Grade: 35% mid-quarter exam(s), 55% final exam, 10% problem solving

Exam format: problem solving

EE 5241 DATA COMMUNICATIONS LABORATORY

(Last taught: W94) prereq 3402 or ¶3402, ¶5203, 1 cr

Instructor: KIEFFER J

General Ed Req: none

Course consists of experiments on sampling, pulse code modulation, baseband transmission, and bandpass modulation techniques. The text is a lab manual prepared by the communications signal-processing group of the University of Minnesota Electrical Engineering Department.

Class time: 10% discussion, 90% laboratory

Workload: lab reports

Grade: 100% lab work

EE 5253 LINEAR CONTROL SYSTEMS

(Last taught: W94) prereq upper division elec engr maj or grad IT maj, 3012 or #, 3 cr

Instructor: BAILEY F

General Ed Req: none

A control system is used to modify the behavior of a physical process to attain some stated performance goals. Examples are temperature controllers controlling the temperature in a building or an automobile engine. Position controllers controlling the position of a robot arm as it follows a specified spatial trajectory in welding or cutting. Flight controllers controlling the attitude or altitude of an aircraft. The theory behind control system design can be viewed as an extension of the concepts of feedback amplifiers to more general physical processes. This course covers the fundamentals of both analog and digital control system design. That is, the design of control systems based on analog components and control systems based on digital components or, more commonly, digital computers. The course begins with the development of techniques for building mathematical models of 1) the physical processes (sensors, actuators, motion control devices, etc.) encountered in the construction of control system and 2) commonly encountered control system performance criteria. These models of processes and expected performance are then used to develop specifications for controllers that can achieve the desired performance.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, weekly home problem assignments

Grade: 30% mid-quarter exam(s), 60% written reports/papers, 10% problem solving

Exam format: analysis and design problems

EE 5291 LINEAR CONTROL SYSTEMS LABORATORY

(Last taught: W94) prereq 3402 or ¶3402, ¶5253, 1 cr

Instructor: BAILEY F

General Ed Req: none

This course provides students with hands-on experience with topics in analog and digital control system design introduced in EE 5253. Students develop models of processes and build analog and digital speed and position control systems meeting typical industrial specifications. The course has a typical EE laboratory format meeting three hours per week for six weeks. Students must keep a lab notebook and submit weekly lab reports based on experiments/designs developed in the laboratory.

EE 5310 ELECTRIC POWER SYSTEMS

(Last taught: W94) prereq IT stu or grad IT maj, 3402 or ¶3402, 5300 or #, 4 cr

Instructor: ALBERTSON V

General Ed Req: none

This course will give students an intro to the basic elements of 60 Hz., large scale electric power system modeling and analysis. The modeling, operation, and interconnection of transformers, synchronous generators, transmission lines, cables, and circuit breakers are discussed. The describing equations for large scale power networks are developed and used to solve power flow and voltage profile problems, and are also used to solve unbalanced fault conditions by the method of symmetrical components. There are 150 min. of lecture/week, either two 75-min. lectures, or three 50-min. lectures, depending upon the schedule for the quarter. There is one 2-hour lab/week, in which the experiments consist of transformer transients, three-phase transformer connections and harmonics, design of a phase-sequence indicator, and computer lab exercises on power network solutions, determining transmission line parameters, transmission line design, and power flow control. A design project is assigned, completed by teams of 4-5 students. The design project can be a transmission line design to meet length, power flow, and voltage regulation specifications under rated load/no load or any other appro. design topic related to electric power systems.

Class time: 60% lecture, 10% discussion, 30% laboratory

Workload: 35 pages of reading per week, 3 exams, 1 team design project

Grade: 34% mid-quarter exam(s), 35% final exam, 9% special projects, 13% lab work, 9% problem solving

Exam format: problem solving, with occasional essay

EE 5355 MICROPROCESSOR INTERFACING AND SYSTEM DESIGN

(Last taught: W94) prereq upper division elec engr maj or grad IT maj, 3351, 3352, 3402 or ¶3402, or #, 4 cr

Instructor: KINNEY L

General Ed Req: none

The course discusses the design of systems containing a microprocessor chip. The components of such a system are connected using a bus; hence, the typical signals and characteristics of a bus are studied. The system components are the microprocessor, memory chips, and various input/output interface chips, e.g., serial and parallel interface chips. Typical component examples, their connection to a bus, and their programming are included. The methods of performing input/output are programmed I/O, interrupt driven I/O, and direct memory access. The component and programming examples illustrate these. Related issues are methods of bus arbitration and priority assignment. Other topics discussed as time permits are dynamic memory, caches, and memory management. The course emphasizes the buses of the Motorola 68xxx family of microprocessors and an assembly language programming course for the 68xxx family is a prerequisite.

Class time: 60% lecture, 40% laboratory

Workload: 40 pages of reading per week, 3 exams

Grade: 40% mid-quarter exam(s), 35% final exam, 35% lab work, 10% problem solving

Exam format: closed book, mostly problem oriented but some short answer, true/false, and multiple choice

EE 5450 SENIOR DESIGN PROJECT

(Last taught: W94) prereq elec engr sr, 3012, 3062, 3110, 3351, 3352, 3402, 2 cr

Instructor: PERIA W

General Ed Req: none

On the first day of class several faculty members will present brief descriptions of design projects for which they are willing to act as advisors/monitors. Students will state their preferences and the course coordinator will organize the class into design teams of 5 or 6 members each. Each group will meet regularly with its advisor to report on progress towards the design goal. There will be a midquarter oral design review by each group as well as a written progress report by each individual, the latter to be followed by an individual critiquing interview. At the end of the quarter each group will present a final oral design review and will submit a document which will describe the project in detail. There will be weekly lectures at which engineers from local industries will describe the engineering design process as exemplified by their own work. Weekly readings from the textbook are also assigned.

Class time: 10% lecture, 90% team project work

Workload: 100 hours in quarter

Grade: 70% written reports/papers, 30% in-class presentations

Exam format: midterm: progress report (individual); final: project report (team)

EE 5620 ENGINEERING ACOUSTICS

(Last taught: W94) prereq senior standing in IT or #, 4 cr

Instructor: LAMBERT R

General Ed Req: none

This is an introductory course, at the first year graduate level, for those students interested in acoustics, the science of sound and vibration. It is open to IT seniors as well. The course emphasizes basic propagation concepts including the launching and reception of plane and spherical sound waves. There is a heavy emphasis on electro acoustics including solid state transducers used in both audio and underwater sound. A good background in electro-magnetic theory is helpful but not essential. The student is introduced to acoustic circuitry, both lumped and distributed parameters, useful in both audio and ultrasonics. Call 625-7897 for more details. Next offered winter term 1994.

Workload: 20 pages of reading per week, 2 exams

Exam format: problem solving, in-class mid-term, take-home final (one week)

EE 5631 PHOTONIC DEVICES

(Last taught: S93) prereq EE sr or grad IT maj, 5630 or 5661, 3 cr

Instructor: LEGER J

General Ed Req: none

This course discusses application of physical optics (interference, diffraction, polarization, etc) in optical systems. The first part of the course reviews linear systems applications in optics including Fourier, Fresnel, Haukel and Mellin transforms and lens apodization. The second section covers the topics of interferometry and coherence. Fourier transform spectroscopy, Michaelson stellar interferometry, and speckle interferometry are described. Applications of diffractive optical elements are covered next including color and white light holography, computer-generated holograms, and diffractive optical elements. Finally, elements of optical information processing are presented. Topics are chosen from pattern recognition, optical neural networks, acoustooptic signal processing, coded-aperture imaging, etc. Several of the class periods are reserved for extensive demonstrations. Emphasis is placed on engineering design throughout the course.

Workload: 1 paper

Exam format: take home design exam

EE 5634 PHYSICAL OPTICS: APPLICATIONS AND TECHNIQUES

(Last taught: S93) prereq 5625 or #, 3 cr

Instructor: LEGER J

General Ed Req: none

For a full description see EE 5631.

Class time: 85% lecture, 15% laboratory

Workload: 1 paper

Grade: 20% mid-quarter exam(s), 40% final exam, 40% special projects

Exam format: take home design exam

EE 5635 OPTICAL SYSTEM DESIGN

(Last taught: W94) prereq IT sr or grad IT maj, 3 cr

Instructor: NUSSBAUM A

General Ed Req: none

This course covers the subject of advanced geometrical optics and its applications to optical system design. The emphasis is on design and the physics is of secondary importance. There is no in-class final exam; it is replaced by a design project chosen by the student and instructor jointly. There is extensive use of personal computers, so that a programming background is necessary. A complete set of course notes will be available at Kinko's.

Class time: 50% lecture, 25% discussion, 25% computing

Workload: 30 pages of reading per week, 1 exam, 1 paper, 8 homework assignments

Grade: 25% mid-quarter exam(s), 65% special projects, 10% problem solving, problem solving 10-20% (homework), special projects could be 50-75%

Exam format: no final - project instead; midquarter - open notes

EE 5661 SEMICONDUCTOR PROPERTIES AND DEVICES I

(Last taught: W94) prereq EE sr or grad stu or adult special, 5650, 3111 or #, 3 cr

Instructor: NATHAN W

General Ed Req: none

Selected topics in semiconductor materials, statistics and transport. p-n junctions and heterojunctions. Text: "Device Physics", S. Wang.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams

Grade: 35% mid-quarter exam(s), 60% final exam, 5% homework

Exam format: problems

EE 5669 MAGNETIC RECORDING

(Last taught: S93) prereq #, 3 cr

Instructor: LEGER J

General Ed Req: none

For a full description see EE 5631.

Workload: 1 paper

Exam format: take home design exam

EE 5670 BASIC MICROELECTRONICS

(Last taught: W94) prereq #, 4 cr

Instructor: CAMPBELL S

General Ed Req: none

This course covers the basic processes used in fabricating semiconductor devices and integrated circuits. A survey course, the topics include silicon oxidation, impurity diffusion, photo lithography, etching and thin film deposition. An integral lab accompanies the course. In this lab the students build simple MOS transistors and various test structures. All exams are open book and open note.

Workload: 50 pages of reading per week, 2 exams, 1 paper

Exam format: problem solving, essay

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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EE 5671 ADVANCED MICROELECTRONICS

(Last taught: S93) prereq IT sr or grad IT stu, 5670 or ¶5672 or #, 2 cr

Instructor: CAMPBELL S

General Ed Req: none

This course will cover two distinct topics. The first is the integration of basic processes into relevant technologies including submicrom CMOS, double poly bipolar, and GaAs electronic device processing. The second half of the course will cover an introduction to nonoptical lithography, including electron beam and x-ray lithography, as well as advanced epitaxial growth techniques such as organometallic chemical vapor deposition, rapid thermal chemical vapor deposition, and molecular beam epitaxy. Required text: Course notes available at Copies on Campus.

Class time: 100% lecture

Workload: 15 pages of reading per week, 2 exams, 4 homeworks

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: problem solution - open book, open note

EE 5672 ADVANCED MICROELECTRONICS LABORATORY

(Last taught: S93) prereq IT sr or IT grad stu, 5670 or ¶5671 or #, 1 cr

Instructor: CAMPBELL S

General Ed Req: none

This will serve as an introduction to the way in which processing steps are put together to form technologies. Teams of students will design, layout, and fabricate an LSI level complexity integrated circuit using a CMOS technology. The lab is intended to complement the lecture content of EE 5671, particularly during the first half of the quarter. Required text: lab notes available at Copies on Campus.

Class time: 100% laboratory

Workload: 2 pages of reading per week, 2 papers, significant amount of time working on the project

Grade: 50% written reports/papers, 50% lab work

Exam format: no exams

EE 5803 POWER GENERATION, OPERATION AND CONTROL

(Last taught: W94) prereq grad IT maj, 5802, or #, 3 cr

Instructor: WOLLENBERG B

General Ed Req: none

Economic dispatch of generation units, transmission system loss models, unit scheduling via dynamic programming and Lagrange relaxation algorithms, fuel and hydro scheduling via linear programming and transportation algorithms, energy production costing algorithms, evaluation of energy transactions between suppliers, energy management systems, real time control of generating units, system security evaluation, state estimation techniques, optimal power flow algorithms. The two-quarter sequence presents the basic mathematical background for modern electric power system operation. It includes the topics of economic optimization and scheduling of generating units, the scheduling of limited resource generating units such as field limits or hydro generation. The evaluation of production costs under generation failure are dealt with using load duration curves and numerical convolution integral methods. The evaluation of energy transactions between utility suppliers is analyzed with a review of popular power pool systems.

Class time: 90% lecture, 10% discussion

Workload: 25 pages of reading per week, 3 exams, 1 or 2 special programming projects

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: 4-5 written problems

EE 5816 SWITCHED MODE POWER ELECTRONICS LABORATORY

(Last taught: W94) prereq ¶5815 or #, IT sr, IT adult special or grad IT maj, 2 cr

Instructor: MOHAN E

General Ed Req: none

Switching characteristics of power semiconductor devices. Gate/base drives and snubbers. DC to DC converter circuits. Design and control of a switching power supply. Drives for dc-, induction, "brushless" dc-, and stepper-motors. Battery chargers and uninterruptible power supplies. Other residential and industrial application. In this course, each student is expected to complete a hardware project. Each project

requires building and testing of power electronics converters in the laboratory, based on the discussions in the power electronics lecture courses. These hardware projects should show, in an integrated manner, the principles of converter operation, control, switching of power devices, gate drive circuits, heat sinking and circuit layout. Use of integrated circuits for control is encouraged to allow completion of the projects in the allotted time. Another objective of this course is to learn various measuring techniques and the safety precautions.

Class time: 100% laboratory

Workload: whatever necessary to complete the project

Grade: 20% in-class presentations, 80% lab work

EE 5952 SPECIAL TOPICS IN ELECTRICAL ENGINEERING

(Last taught: S93) prereq IT grad or adult special or #, 1-3 cr

Instructor: LEGER J

General Ed Req: none

This course focuses on the following areas: 1) linear systems applications in optics; 2) interferometry and coherence; 3) applications of diffraction in optical systems; 4) optical information processing. Required text: Reynolds, "New Physical Optics Notebook". The following demonstrations will be performed: computer-simulated diffraction, diffraction of a HeNe laser, computer-controlled Twyman-Green Interferometer, shearing interferometer, laser speckle, computer-generated holograms, spatial filtering, modulation transfer function of a misfocused imaging system, phase contrast imaging.

Class time: 80% lecture, 20% demonstrations

Grade: 20% mid-quarter exam(s), 40% final exam, 40% design project/ term paper

ELEMENTARY EDUCATION

ELEM 3300 CHILDREN'S LITERATURE

(Last taught: W94) no prereq, 3 cr

Instructor: MONSON D

General Ed Req: none

The course is designed to acquaint students with the range of genres published as children's books, with the issues involving book selection and use of books in an elementary school, and with aspects of multiculturalism in literature published for children.

Class time: 50% lecture, 50% discussion

Workload: approximately 25 children's books plus the textbook

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

Exam format: essay

ELEM 3331 TEACHING READING IN THE ELEMENTARY SCHOOL

(Last taught: W94) prereq 3100, 3101, elem ed maj, 3 cr

Instructor: WATTS S

General Ed Req: none

This course is designed to aid the prospective elementary classroom teacher in the development of his/her knowledge of theory and practice in the teaching of reading. As a result of taking this course, students will be aware of: 1) various definitions of reading and their implications for instruction; 2) several sources of information on reading instruction and resources for continued professional development; 3) some of the materials available for instruction at the elementary level and be able to critically analyze these materials and make defensible decisions about the selection and use of materials; 4) some of the major research findings in the field of reading and their implications for instruction; 5) appropriate teaching methods for students of a variety of cultural, linguistic, and educational backgrounds; 6) ways to facilitate the development of reading readiness, word recognition skills, vocabulary knowledge, comprehension strategies, study skills, and interest in reading; 7) differences and similarities between early elementary grade reading programs and upper elementary grade reading programs.

Class time: 70% lecture, 30% discussion

Workload: 30 pages of reading per week, 2 exams, 3 papers

Grade: 20% mid-quarter exam(s), 20% final exam, 35% written reports/papers, 10% class participation, 15% weekly response page

Exam format: essay

ELEM 5300 LITERATURE FOR THE ELEMENTARY SCHOOL

(Last taught: W94) prereq ed or grad stu, 3 cr

Instructor: MONSON D

General Ed Req: none

This course is designed for students enrolled in the masters education program and is not offered as an elective for undergraduate students.

ELEM 5338 TEACHING READING IN THE INTERMEDIATE GRADES

(Last taught: W94) prereq 3331 or elem teaching experience or #, educ or grad stu, 3 cr

Instructor: WATTS S

General Ed Req: none

This course is designed to aid the classroom teacher in the development of his/her knowledge of theory and practice in the teaching of reading to students in the upper elementary and middle grades. Specifically, we will explore reading instruction that reflects current theory and practice in the following areas: 1) factors associated with reading success; 2) factors associated with reading difficulty; 3) similarities and differences between narrative and expository text; 4) the various contexts of reading instruction; 5) the role of literature in developmental and content area reading programs; 6) comprehension strategies; 7) ways to facilitate vocabulary growth; 8) assessment.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 3 papers

Grade: 60% written reports/papers, 40% class participation

ELEM 5602 PRACTICUM: IMPROVEMENT OF TEACHING

(Last taught: W94) prereq MEd student in elementary education, 3 cr

Instructor: MONSON D

General Ed Req: none

This is an independent study class open only to students enrolled in the masters education program.

ENGLISH LANGUAGE AND LITERATURE

ENGL 1005 INTRODUCTION TO LITERATURE

(Last taught: W93) no prereq, 4 cr

Instructor: JESSOP A

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This introductory course is designed to explore different literary genre, including short fiction, the novel, poetry and drama. We will read works from various time periods, different cultures and sub-cultures, written both in English and translated into English from the original language. We will consider literature from several perspectives; that of the reader (for imaginative pleasure, development and learning); that of the critic (for analytical potential); that of the writer (inventor and the invention). Class format will include reading discussion, presentation, and writing (about) literature. The general goals of the course will be to read a number of literary works; to discover and practice ways of talking about and understanding the texts, to use writing in the form of informal responses, essays, exams, and creative ventures, to help you comprehend what you read and to develop your skills in writing and thinking about literature.

Class time: 40% lecture, 35% discussion, 25% group discussion and planning

Exam format: Take-home essay questions, 3-5 typed pages.

ENGL 1017 INTRODUCTION TO MODERN POETRY

(Last taught: S93) no prereq, 4 cr

Instructor: HANCHER C

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

In literature and the arts the term "modern" usually describes the period from 1900 to 1950, but the roots of modernism run deep. Before sampling the work of more than two dozen English and American poets, ranging from Walt Whitman (1819-1892) to Sylvia Plath (1932-1963), we will begin by considering the achievement of Robert Frost, who managed to be one of the most popular and most subtle writers of the twentieth century. The course will introduce students to technical aspects of the writing and reading of poetry; it will give them the benefit of studying one modern poet in detail; and it will introduce them to the voices of many others.

Class time: 80% lecture, 10% discussion, 10% small group discussion

Workload: 50 pages of reading per week, 2 exams, 2 papers

Grade: 30% mid-quarter exam(s), 35% final exam, 35% written reports/papers

Exam format: identification and explanation of excerpts from the reading; essay

ENGL 1018 INTRODUCTION TO MODERN FICTION

(Last taught: W93) no prereq, 4 cr

Instructor: WILSON J

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course is designed to introduce students to a diverse range of authors whose fiction falls into the modern period (roughly 1900-1950). It will explore the literary and cultural meanings of these works in relation to their historical context. The reading assigned will be primarily novels and some short stories.

Class time: 40% lecture, 60% discussion

Workload: 90 pages of reading per week, 1 exam, 3 papers

Grade: 20% final exam, 80% written reports/papers

Exam format: short answer

ENGL 1241 INTRODUCTION TO SHAKESPEARE

(Last taught: F93) no prereq, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Shakespeare had the good fortune to be born an imaginative genius at a time when a multicultural modern English was aborning and enabling the creation of a literature and drama of extraordinary richness, social comprehensiveness, and perceptual power. His gift for creating dramatic actions that are extravagant, familiar, profound, and funny by turns, was complemented by a verbal ability to express those actions in variegated and probing language that initially seems a little remote but readily comes into focus and technicolor for most willing to make the effort—of which the notorious "thou-thee/you" requires no more than does a distinction current today in French (tu/vous) and German (du/Sie), for example. Not tailored especially for coasters and drifters, this heads-on course aims to introduce serious and lively students to 8-10 representative plays, with some attention to contemporary contexts and antecedents, continuing social relevance, and some recent productions; and to provide them with the resources to understand Shakespeare on their own and make him a welcome, stimulating, and instructive part of their permanent mental apparatus.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, 2 papers, 8-10 plays plus 1-2 supplementary books; quiz every class; additional papers optional

Grade: 20% mid-quarter exam(s), 45% final exam, 20% written reports/papers, 15% quizzes, better-than-student's-average optional papers factored in 10-40% according to number/length

Exam format: some objective questions but substantially essay, typically including synthesis, comparison and analysis of passages

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

ENGL 1241 INTRODUCTION TO SHAKESPEARE

(Last taught: S93) no prereq, 4 cr

Instructor: EDWARDS B

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Discussion-based class. Shakespeare's sonnets, Othello, Romeo and Juliet, Hamlet, King Lear, MacBeth, Coriolanus, Henry the 5th.

Class time: 10% lecture, 90% discussion

Workload: 150 pages of reading per week, 1 exam, short quizzes

Exam format: essay

ENGL 1591 LITERATURE OF AMERICAN MINORITIES

(Last taught: S93) no prereq, 4 cr

Instructor: ROTH M

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

The course will be divided among four American literatures: African, Asian, Native, and Hispanic American by men and women authors.

The class will be conducted two-thirds through formal lecture and one-third through discussion. The primary concern of the lectures will be to relate the works of these cultures to their own history of marginalization in the dominant culture and to show how that history is a crucial part of the work's meaning. Race will be a constant focus.

Workload: 150 pages of reading per week, a critical journal/reading journal and 12-15 pages of another kind of writing

Grade: 100% written reports/papers, includes journal and writing

Exam format: no exams

ENGL 1621 INTRODUCTION TO WOMEN WRITERS

(Last taught: S93) no prereq, 4 cr

Instructor: PILON E

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Students will read a sampling of fiction works (novels and short novels) by women from various cultures and historical periods. Some authors covered will be Kate Chopin, Maya Angelou, Margaret Drabble. The works will be considered from a variety of perspectives, in particular the impact of gender on literary expression. Class format will be discussion and lecture. Informal writing responses as well as formal writing will be required. Students should be prepared to READ!

Class time: 25% lecture, 75% discussion

Workload: 200 pages of reading per week, 1 exam, 2 papers

Exam format: essay

ENGL 1621 INTRODUCTION TO WOMEN WRITERS

(Last taught: W93) no prereq, 4 cr

Instructor: RABINOWITZ P

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Readings by women authors in English: i.e., Jane Austen, Virginia Woolf, Kathy Acker among others. Course considers the impact of gender on literary expression. Also, looks at historical changes in meaning of gender, influences of race, class, sexuality, nationality on women's writings. Students should be prepared to READ!

Class time: 75% lecture, 20% discussion, 5% films

Workload: 200 pages of reading per week, 2 exams, 3 papers

Exam format: essay, identification

ENGL 3008 TECHNIQUES OF LITERARY STUDY

(Last taught: F92) prereq pre-Engl or Engl maj or min only, 4 cr

Instructor: BALES K

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is a course in how to describe literary forms and how to relate those forms to the meaning, significance, and worth of the work. It is also about how to relate literary texts to other kinds of "social texts"; e.g., psychological, historical, mythical ones. The literary reading is primarily in poems and in one or two works of prose fiction; other reading is in critical essays and a handbook of critical and scholarly terminology.

Class time: 40% lecture, 40% discussion, 20% panel discussion

Workload: 1 exam, 3 papers, journal

Grade: 20% final exam, 50% written reports/papers, 10% in-class presentations, 10% class participation, 10% problem solving

Exam format: An essay examination with several questions given in advance and then narrowed (by me) to fewer choices at the time of writing.

ENGL 3115 THE MIDDLE AGES

(Last taught: F93) no prereq, 4 cr

Instructor: MACLEISH A

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Major and representative works of the Middle Ages (700-1400). The readings are mostly in translation: "Beowulf", Old English shorter poems, Middle English lyrics, "Sir Gawain and the Green Knight" (a romance), and six of Chaucer's "Canterbury Tales" in Middle English.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, 2 papers, moderate reading until we come to Chaucer

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: essay

ENGL 3117 THE RESTORATION AND 18TH CENTURY

(Last taught: S93) no prereq, 4 cr

Instructor: LEYASMEYER A !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course is intended to introduce students to the non-dramatic literature of 18th century England, to provide some knowledge of the major writers, intellectual currents, conventions, genres, and themes. Of necessity, it is a compressed and intensive reading course. Though adequate coverage of so vast, complex, and complicated terrain is impossible in ten weeks, much can be accomplished. This was a period of tumultuous change, making for the greatest outpouring of satire in English, and we will look at the writings of the mocking Butler, of the nasty Lord Rochester, and of Jonathan Swift, Poet and Priest, the fastest and liveliest Satirist of his age, gifting us with that traveling fool, the gullible Lemuel Gulliver. We will visit with Alexander Pope, the poet's poet, battling mad dogs and babbling buffoons. We will look at some 18th century poetry, from Thomson's love poems to the seasons to Gray's elegies about death and mutability; from Cowper's verses of religious torments to Smart's songs of religious ecstasy and feline visions. We will discuss the brilliant and scandalous Jamie Boswell and the mighty Sam Johnson. Will look at other major intellectual developments, the music of Bach and Mozart, modern science, revolutions.

Class time: 80% lecture, 20% discussion

Workload: 1 exam, 2 papers, reading varies; 3 quizzes; 1 short paper; a 5-7 pg course paper

Grade: 75% final exam, 10% written reports/papers, 15% quizzes, final exam and course paper most important; short paper 10%; quizzes according to quality

Exam format: essay, some identifications

ENGL 3118 THE ROMANTIC AGE

(Last taught: W94) no prereq, 4 cr

Instructor: ELFENBEIN A

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course will examine writing produced in England between 1790 and 1830. We will explore questions relating to the changing role of the author, the relation of madness to Romanticism, the generic experimentation characteristic of Romantic writing and others.

Class time: 20% lecture, 80% discussion

Workload: 75 pages of reading per week, 2 exams, 2 papers, much of the material is poetry

Grade: 15% mid-quarter exam(s), 15% final exam, 40% written reports/papers, 10% quizzes, 10% in-class presentations, 10% class participation

Exam format: identifications and essays

ENGL 3119 THE VICTORIAN AGE

(Last taught: F93) no prereq, 4 cr

Instructor: HANCHER C

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

We will read major and representative works of the Victorian period (1832-1901). Typical authors: Tennyson, Browning, Hopkins, Arnold, Dickens, the Brontes. We will also read lesser-known works of the period, such as anonymous city ballads and magazine articles; gauge the increasing social impact of literacy; and consider the literary importance of illustration and painting.

Class time: 50% lecture, 50% discussion

Workload: 80 pages of reading per week, 2 exams, 5 papers
Grade: 25% mid-quarter exam(s), 35% final exam, 30% written reports/papers, 10% quizzes
Exam format: multiple choice and essay

ENGL 3119 THE VICTORIAN AGE

(Last taught: S93) no prereq, 4 cr
Instructor: HIRSCH G
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Students will read representative selections of Victorian poetry (by Tennyson, Browning, Christina Rossetti, etc.), nonfiction prose (Carlyle, Mill, Arnold, Pater), and two novels—Emily Bronte's "Wuthering Heights" and Charles Dickens's "Bleak House". The class will consider such matters as Victorian industrialization, social theory, and aesthetics.
Class time: 50% lecture, 50% discussion
Workload: 250 pages of reading per week, 2 exams, 2 papers
Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 10% class participation
Exam format: multiple choice, essay

ENGL 3121 THE MODERN AGE

(Last taught: F92) §3221, 4 cr
Instructor: FIRCHOW P
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Survey of important authors and intellectual/cultural trends during the period from about 1890-1960. The first 4 readings will be devoted to backgrounds (historical, political, intellectual) as well as to providing some sort of theoretical framework. Subsequent meetings will focus on interpretation of text, with class participation encouraged.
Class time: 50% lecture, 50% discussion
Workload: 200 pages of reading per week, 2 exams, 1 paper
Grade: 20% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: essay

ENGL 3241 SHAKESPEARE

(Last taught: F93) §3243, 4 cr
Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Reading Shakespeare's plays affords the best available reasons for their place in a sane curriculum and in the serious (and entertaining) studies of anyone seeking a comprehensive liberal education. They are indispensable in any program of literary studies broad enough to be concerned with major works written anywhere before 1965. And, as an imaginatively conceived and finely measured fictionalizing of a wide range of individual and collective human behavior, they can also be an effective inoculation against many of the individual and social idiocies that abound everywhere, even in universities. Intensive study of 6-7 plays written before c. 1602 "A Midsummer Night's Dream", "Hamlet", "Henry IV—Part 1", and 2-3 others—with the primary objective of helping students to read the plays with understanding and appreciation, to see their relevance to "postmodern" human circumstances as well as their relations to their author and their own times, and to recognize that some of what they have to say needs to be articulated in performance. The course takes explicit account of the social history, religious and political thought, and other arts of Shakespeare's age, but stresses the expressive resources of the works themselves.
Class time: 30% lecture, 70% discussion
Workload: 2 exams, 2 papers, 5-6 plays read in some depth; 2-3 supplementary books; quizzes every class
Grade: 20% mid-quarter exam(s), 45% final exam, 20% written

reports/papers, 15% quizzes, optional papers factored in 10-40% according to number and length; worse not counted
Exam format: mostly essay, typically including synthesis, comparison, and analysis of passages; but also "objectionable" questions

ENGL 3241 SHAKESPEARE

(Last taught: F92) §3243, 4 cr
Instructor: HANCHER M
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Poems and plays from Shakespeare's early and middle periods, probably including selected sonnets, Romeo and Juliet, A Midsummer Night's Dream, I Henry IV, As you Like It, and Hamlet. Likely topics for discussion, poetic texture, dramatic structure, psychological representation, political implications, and artistic interpretation (theater, paintings, movies, music).
Class time: 50% lecture, 50% discussion
Workload: 40 pages of reading per week, 1 exam, 2 papers, quizzes, exercises
Grade: 35% final exam, 55% written reports/papers, 10% quizzes
Exam format: commentary on set passages; essay

ENGL 3241 SHAKESPEARE

(Last taught: S93) §3243, 4 cr
Instructor: WALLACE D
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
We begin by studying how Shakespeare rewrites a medieval tale (Chaucer's "Knight's Tale") and represents medieval monarchy (in "Henry IV", Part I). We then see Shakespeare rewriting himself: the second part of "Henry IV" was produced after the artistic and commercial success of Part I; in this sense, it follows the logic of a Hollywood "remake". In this phase of the course we will be sharpening our knowledge of Shakespeare's language and dramaturgy; we will also see how Shakespeare, a Renaissance poet, constructs the Middle Ages. The lighter comedic tone of MND will next provide welcome relief; we will then face the longest and most demanding play: "Hamlet". We will view a number of dramatic performances on video; students may wish to consider how Shakespeare is interpreted in contemporary films (such as "My Own Private Idaho").

ENGL 3241H HONORS COURSE: SHAKESPEARE

(Last taught: W94) no prereq, 4 cr
Instructor: ELFENBEIN A
General Ed Req: none
This course examines how the construction of subjectivity in Shakespeare intersects with the subsequent glorification of Shakespeare as the central author of British literature. We pay detailed attention to the Elizabeth character of Shakespeare's early to middle plays, examining their relation to Elizabeth's reign and their place in the development of British drama. Students will also learn about Elizabeth stage practices, the history of Shakespearean texts and conventions of critical reception.
Class time: 20% lecture, 80% discussion
Workload: 100 pages of reading per week, 2 exams, 2 papers, frequent short writing assignments, memorization requirements
Exam format: identify and examine significance of selected passages, longer thematic essays

ENGL 3242 SHAKESPEARE

(Last taught: W93) §3243, 4 cr
Instructor: GARNER S !!Morse Alumni Teaching Award Winner!!
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
This course focuses on plays from Shakespeare's late period. It will deal with plays of various genres, such as "Othello", "King Lear", "The Winter's Tale", "Twelfth Night", and "Antony and Cleopatra".

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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I will lecture on matters of social, political, cultural and theatre history that are relevant to our understanding of the plays. Class discussions will focus on close reading of passages, psychological representations, political implications, and analysis of the configurations of class, race, and gender in the plays.

Class time: 25% lecture, 75% discussion

Workload: 1 exam, 2 papers, 1-1/2 plays per week reading

Grade: 30% final exam, 60% written reports/papers, 10% class participation

Exam format: essay

ENGL 3242 SHAKESPEARE

(Last taught: S93) §3243, 4 cr

Instructor: GORDON C

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course focuses on plays from the latter half of Shakespeare's career. We will read "Macbeth", "King Lear", "The Tempest", "Othello", "Coriolanus", "Antony and Cleopatra", and "The Winter's Tale". Short lectures will provide background information, but the primary style of the class will be a combination of small group and all class discussion. We'll consider especially the gender/class/cultural roles and expectations expressed in the plays, as well as the plays as theater-questions of interpretation, staging, etc. I'm also interested in the ethical issues raised by the plays as a reflection of and challenge to their culture and ours.

Class time: 10% lecture, 90% discussion

Workload: 100 pages of reading per week, 4 papers, 1 presentation of a speech or scene

Grade: 80% written reports/papers, 20% in-class presentations

Exam format: no exams

ENGL 3242 SHAKESPEARE

(Last taught: F93) §3243, 4 cr

Instructor: REED P !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course concentrates on plays written in the latter half of Shakespeare's career. The six to be studied are Anthony and Cleopatra, The Tempest, Measure for Measure, Macbeth, King Lear, and Othello. Usually 4 classes will be devoted to each play, moving from background lecture to class and group discussions. Emphasis will be on careful reading of the text, with some discussion of critical commentary on them. The course is intended to increase the reader's understanding and enjoyment of the plays through attention to such fundamentals as characterization, theme, dramatization, poetic form, historical content and contemporary relevance.

Class time: 35% lecture, 30% discussion, 35% question and answer

Workload: 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 5% class participation

Exam format: essay; choice of questions. Midquarter on preceding work; final mainly on work since midquarter.

ENGL 3411 SURVEY OF AMERICAN LITERATURE TO 1850

(Last taught: F92) no prereq, 4 cr

Instructor: GRIFFIN E !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

First course in a sequence of courses treating American literature from before the Puritan migration of the seventeenth century through the current period. Other courses are 3412, 3413, 5414. This course covers the most historical ground-up to approx. 1850. It also covers the most unfamiliar ground: the age of exploration, discovery, and European immigration, the American revolution, the early national period. And it covers the most unfamiliar literary territory, necessarily emphasizing non-fictional prose (autobiography, biography, history, political and religious discourses, public essays and private letters), verse, and transcriptions in writing of performances in the oral tradition. The course takes a literary approach to texts often considered extra-literary or non-literary; hence a student's expectations about what "literature" is or should be will be rather sternly tested. The approach is dialectical. Texts are set in relationship to one another, typically because they defend different sides of significant debates. The basic argument of course takes the premise that imaginative writings of North America have always been multiple, that there are plural literatures, and that student should see both sides of the story.

Class time: 80% lecture, 10% discussion, 10% in-class writing, usually large-enrollment & if possible I increase discussion %

Workload: 150 pages of reading per week, 2 exams, 2 papers

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

Exam format: mid-matching and short essay; final-essay and short-answer. Study questions for essay portion distributed in advance.

ENGL 3412 SURVEY OF AMERICAN LITERATURE, 1850-1900

(Last taught: W94) no prereq, 4 cr

Instructor: ROSS D

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

In this course we will read a variety of literary works written in the last half of the 19th century with an eye toward the world(s) the authors depict. To some degree we will explore how well we can (re)construct 19th-century America using literature as the source of information. Authors included: Thoreau, Dickinson, Whitman, Melville.

Exam format: essay

ENGL 3455 AMERICAN SHORT STORY

(Last taught: F92) no prereq, 4 cr

Instructor: MACLEISH A

General Ed Req: none

Bulletin: typical authors are Irving, Poe, Hawthorne, Twain, Crane, Jewett, Cather, Faulkner, Welty, Bellow, Oates. The purpose of the course is to teach students how to read, analyze, enjoy a short story. This will be a large lecture course.

Class time: 75% lecture, 25% discussion

Workload: 2 exams, 2 papers

Grade: not yet decided

Exam format: essay

ENGL 3455 AMERICAN SHORT STORY

(Last taught: S93) no prereq, 4 cr

Instructor: ROSS D

General Ed Req: none

The first goal of this course is to encourage you to see the complexity of prose fiction, to recognize that a single story can provoke many kinds of interpretations. For example, since all of the stories are by Americans, we can look for some degree of cultural similarity among them; alternatively, the artistic value of each story has much to do with the premium we put on authors' individuality and the diversity of American culture. A second goal is to see what inferences can be made about changing and unchanging aspects of American culture, power relations, and economic circumstances. By reading stories in chronological sequence, and by treating each one as presenting a microcosm of the author's world, we can examine the possibilities of reconstructing a past era (or, indeed, of aspects of the present which we do not know).

Class time: 90% lecture, 10% small group discussion

Workload: 150 pages of reading per week

Grade: 33% final exam, 33% written reports/papers, 33% quizzes, final-req'd for B; one paper req'd for A; quizzes req'd to pass

Exam format: essay

ENGL 3455 AMERICAN SHORT STORY

(Last taught: W94) no prereq, 4 cr

Instructor: SOLOTAROFF R

General Ed Req: none

In the course the students read about sixty short stories by fifty different American or Canadian, published over the two hundred year span from the 1790's through the 1980's. The course objectives are as follows: the offering—by the texts, the instructor, and the course assistants—and the gaining, by the students, some sense of: a fair number of workings, whether characteristic or unusual, of the short story form; some of the major continuities of American literature; some of the shifting shapes and concerns of the American short story; what might constitute responsible, coherent criticism of short stories. **Workload:** 35 pages of reading per week, 2 exams, 2 papers, 3 responses of about 400 words for discussion group

Exam format: 20% short answer, 80% essay

ENGL 3591 INTRODUCTION TO AFRO-AMERICAN LITERATURE

(Last taught: W94) § Afro 3591, 4 cr

Instructor: WRIGHT J

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

Black Americans are "America's metaphor," Richard Wright suggested. His riddle hinted that we might transform literary America's dark underside into a bright mirror, into a way of seeing ourselves and the paradoxes and potentialities of our national experience through the expanding world of words and images conjured up over the past two centuries by Afro-American writers. From its own vantage point in American cultural space, the Afro-American literary imagination has tended to see life as a succession of trials and oppositions and bittersweet joys in a chaotic and capricious moral universe where "reason is imprisoned and passions run wild." Here fate is a mantle of dark skin and freedom a chimera which black characters pursue through elaborate rituals of victimage and purification. Logic, beauty, and justice have been inverted here; and black heroes and heroines wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when they are young, are treated as children when they are adults, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live.

Class time: 65% lecture, 10% closed-circuit TV, 25% discussion

Workload: 3 papers

Grade: 50% final exam, 50% written reports/papers

Exam format: objective and short answer, essay

ENGL 3851 THE ENGLISH LANGUAGE

(Last taught: W94) §5851, 4 cr

Instructor: ANSON C !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: A) (CBS: GE)

The English language: its structure (phonetics, phonology, morphology, syntax, semantics) and its use (pragmatics, dialect variation, and first language acquisition).

Class time: 70% lecture, 20% discussion, 10% small-group work, in-class problem-solving

Workload: 50 pages of reading per week, 4 exams, 1 paper, course journal, daily entries, informal

Grade: 10% written reports/papers, 75% quizzes, 15% course journal/learning log - min. 5 pp/week for 100%; 4 quizzes total-lowest grade thrown

Exam format: some objective, some short-answer, some problem solving

ENGL 3851 THE ENGLISH LANGUAGE

(Last taught: F92) §5851, 4 cr

Instructor: ESCURE G

General Ed Req: (CLA: A) (CBS: GE)

This course is a non-prescriptive general introduction to linguistic aspects of English. Attention is given both to language structure and function, and to language use and communication in the context of various speech communities. Firstly, the basic components of language are identified and analyzed, namely—the structure of sounds (phonetics and phonology); word and sentence structure (morphology and syntax), and the meaning component (semantics). Reference is made to biological aspects of the language capacity, and major theoretical frameworks explaining language are outlined and evaluated. The second part of the course focuses on universal processes underlying native-language acquisition, as represented in English and other languages. This also constitutes of test of language theory. Finally the social and behavioral function of language is examined in the context of the socio-economic and stylistic factors determining linguistic variability, with particular attention to British and Ameri-

can dialect variation.

Class time: 70% lecture, 30% discussion

Workload: 50 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: both multiple choice questions and short problems

ENGL 3852 ASPECTS OF THE ENGLISH LANGUAGE

(Last taught: W94) no prereq, 4 cr

Instructor: MACLEISH A

General Ed Req: (CLA: A) (CBS: GE)

The purpose of the course is two-fold: 1) to examine the general principles of an organization of the English language — sound structure, word structure, syntax, and aspects of the meaning of words; 2) to apply these principles to the analysis of selections from American and English prose and poetry. While there will be no term paper, there will be very frequent written exercises to be turned in on English structure and its application to the analysis of literary texts. Text: Traugett, Pratt. "Linguistics for Students of Literature"

Class time: 40% lecture, 60% discussion

Workload: 2 exams, alot of written exercises

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

Exam format: short answer, mostly essay

ENGL 3910 TOPICS IN ENGLISH AND NORTH AMERICAN LITERATURE: CONTEMPORARY AMERICAN NOVEL

(Last taught: W94) no prereq, 4 cr

Instructor: SOLOTAROFF R

General Ed Req: none

We will read six collections of short stories published (and mostly written) in the last eleven years. So far, I have chosen the following collections: R.O. Butler, "A Good Scent from a Strange Mountain"; Allan Gurganis, "White People"; Mark Helprin, "Ellis Island"; Richard Ford, "Rock Springs"; Bobbie Ann Mason, "Shiloh." Students will write two short papers (800-1200 words) or one longer one (1600-2400 words) and take mid-quarter and final exams. I will offer some historical and biographical background material but the emphasis of the course is on the workings and interrelationships of the stories. I intend to divide the class into discussion groups two or three times during the quarter. In the remaining classes I will try to divide the class time equally between lecture and discussion.

Class time: 50% lecture, 50% discussion, will divide into discussion groups three times

Workload: 125 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 35% final exam, 30% written reports/papers, 3% quizzes, 2% class participation

Exam format: 20% short answer, 80% essay

ENGL 3940 FIGURES IN ENGLISH AND NORTH AMERICAN LITERATURE

(Last taught: S93) no prereq, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

A social historian of "Early Modern England, 1550-1760" (1987), J. A. Sharpe, writes that the period's "second great development in literature," besides the plays of Shakespeare and his fellow dramatists, was "the poetry of the two generations after 1600," and he is right. Not before or since, in England, have so many of diverse profession written so profoundly and perceptively in so many poetic forms about so much that has mattered to humans from here to the sometime hereafter, from contemporaries John Donne the arch-"metaphysical" and Ben Jonson the arch-"cavalier" through their

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B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

successors to Andrew Marvell, fusing both in his own crucible at the end of an era, when he wrote, for example, 'Now let us sport us while we may, and now, like am'rous birds of prey, rather at once our time devour, than languish in his slow-chapp'd pow'r.' The course will take account of the social history, religious and political thought, and other arts of the period, but will stress the expressive resources of the works themselves and their significance, relevance, and value for their time and ours, with emphasis also on the practical skills of critical reading, writing, and thinking. A basic course for advanced students.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, 2 papers, selected poems by 20-30 poets; 3 supplementary books, quiz each meeting, research paper

Grade: 20% mid-quarter exam(s), 40% final exam, 25% written reports/papers, 15% quizzes

Exam format: mostly essay, typically including synthesis, comparison, and analysis of passages

ENGL 3960 JUNIOR-SENIOR SEMINAR

(Last taught: W94) prereq Engl maj jr or sr, Comp 3011 or Comp 3012 or Comp 3013, Δ, 4 cr

Instructor: GRIFFIN E !!CLA Distinguished Teacher Award!!

General Ed Req: none

Flannery O'Connor died of lupus, in 1964, before she was forty years old. During her lifetime as a writer, most of the critics considered her gifted, odd and decidedly minor. In the short space of one generation, however, her work has attained major status, and she has become celebrated as one of the American masters of the short story. But she is a hard case still, even for those who admire her stern variety of comic genius and moral judgment. Her stories of the American South make enormous demands on the attention and sympathies of her readers, never permitting us to rest comfortably in our assumptions about what is "normal," "correct," or "weird." It is very unusual for a reader to be "neutral" about Flannery O'Connor, and I expect strong reactions to the readings in the course. We will read just about everything O'Connor ever published and many she didn't write for publication—such as her letters. "The Complete Stories", "Mystery and Manners (her collection of essays), the two novels "Wide Blood" and "The Violent Bear it Away" will be read, and the remarkable collection of letters, "The Habit of Being", will be consulted widely.

Class time: 15% lecture, 85% discussion

Workload: 200 pages of reading per week, 1 paper, consistent attendance, careful preparation for class, participation in discussion

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Exam format: no exams

ENGL 3960 JUNIOR-SENIOR SEMINAR

(Last taught: S93) prereq Engl maj jr or sr, Comp 3011 or Comp 3012 or Comp 3013, Δ, 4 cr

Instructor: HOY H

General Ed Req: none

This course is an introduction to short stories and novels by Canadian women writers of the twentieth-century, with emphasis on contemporary writers. Works under consideration include short stories by Ethel Wilson, Joy Kogawa, Carol Shields, Jovette Marchessault, Beth Brant, Dionne Brand, Gloria Sawai, Himani Bannerji, and Bharati Mukherjee, and novels such as Margaret Atwood's "Handmaid's Tale", Margaret Laurence's "The Diviners", Alice Munro's "Beggars Maid", and Ruby Slipperjack's "Honour the Sun".

Class time: 10% lecture, 80% discussion, 10% oral presentations

Workload: 1 paper, reading journal, 2 entries/week; minimum 2 pages each

Grade: 30% written reports/papers, 15% oral presentations and participation; 55% reading journal

ENGL 3960 JUNIOR-SENIOR SEMINAR

(Last taught: F93) prereq Engl maj jr or sr, Comp 3011 or Comp 3012 or Comp 3013, Δ, 4 cr

Instructor: ROSS D

General Ed Req: none

This seminar will juxtapose Nathaniel Hawthorne's four famous novels - "Scarlet Letter", "House of the Seven Gables", "Blithedale Romance", and "Marble Faun" - with those of his contemporaries, the Brontes, Charlotte's "Jane Eyre" and "Villette", Anne's "Tenant of Wildfell Hall", and Emily's "Wuthering Heights". These four novel-

ists treat common themes, place characters in similar circumstances, experiment with narrative techniques, and draw on ideas and values from their societies in interesting ways. We will try to discover the combination of cultural and personal forces which may help account for these similarities and differences.

Class time: 100% discussion

Workload: 150 pages of reading per week

Grade: 100% written reports/papers

ENGL 3960 JUNIOR-SENIOR SEMINAR

(Last taught: F92) prereq Engl maj jr or sr, Comp 3011 or Comp 3012 or Comp 3013, Δ, 4 cr

Instructor: ROTH M

General Ed Req: none

This is a course in dominant film genres. Therefore, the course consists of units devoted to the theory of genre and five specific genres (last time I used the western, comedy, musical comedy, horror and the woman's film, but this is subject to change). The "sample" for each genre is at least three films, often an early classic and then a later mature version of the genre. The objects of study are both films and the literature of film (film theory, film criticism, film commentary, etc.).

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 1 "critical" journal, series of small papers, class presentation, an evaluation form

Grade: 60% written reports/papers, 40% composite evaluation of the journal

ENGL 3960 JUNIOR-SENIOR SEMINAR

(Last taught: W94) prereq Engl maj jr or sr, Comp 3011 or Comp 3012 or Comp 3013, Δ, 4 cr

Instructor: SOLOTAROFF R

General Ed Req: none

The class will read the major work that Hemingway wrote in the 1920's: "The Sun Also Rises," "A Farewell to Arms" and the two collections of stories. If the class shows very good control of the material there will be no exam; otherwise there will be a final. Each student will write a short paper (800-1200 words), a senior paper (or 1500-2000 word paper), and give a brief class presentation.

Class time: 10% lecture, 90% discussion

Workload: 40 pages of reading per week, 2 exams, 2 papers, class presentation

Grade: 80% written reports/papers, 5% quizzes, 5% in-class presentations, 10% class participation, This distribution applies if no exam.

Exam format: essay

ENGL 5130

(Last taught: F92) no prereq, cr

Instructor: IOSSEL M

General Ed Req: none

Advanced workshop for students with considerable experience in writing fiction. The maximum number of students is 15. Prerequisite is consent of instructor (based on writing sample). The class consists of two parts; discussion of reading assignments, and the discussion of students' work. The emphasis is on a specific writer's style and techniques, his or her dealing with different aspects of their work. In critiquing each other's work, students are encouraged to use the criteria established during the first half of the class section. Each class begins with a brief report on a topic of the day. The instructor normally joins in at the end of the discussion and summarizes opinions about the student's work and the reading assignment. Sometimes students and the instructor engage in an informal discussion on some aspect of fiction which has come up during the session. The atmosphere of the class is informal, but the group members are expected to contribute to discussion and be argumentative in explaining their points of view.

Class time: 20% lecture, 70% discussion, 10% occasional viewing of films

Workload: turn in a portfolio of 10-15 pp. at end of course, plus paper on topic of their choice

Grade: 15% written reports/papers, 15% in-class presentations, 70% class participation, overall progress in writing

ENGL 5152 19TH-CENTURY ENGLISH NOVEL

(Last taught: W94) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: HIRSCH G

General Ed Req: none

Students will read six representative 19th-century British novels—probably Jane Austen’s “Pride and Prejudice”, Charlotte Bronte’s “Jane Eyre”, Charles Dickens’s “Bleak House”, George Eliot’s “Middlemarch”, Wilkie Collins’s “The Moonstone”, and Thomas Hardy’s “Tess of the D’Urbervilles”. There will be a short reading quiz on each book, and students will write three five-page papers. The paper assignment calls upon students to focus on particular aspects of the novels - a few paragraphs, a chapter, a character, setting, a problem of interpretation, an aspect of the narration or point of view, etc. - in the context of our class discussion. Reading assignments are substantial, as one should expect in a class on the novel, but generally students enjoy these books.

Class time: 50% lecture, 50% discussion

Workload: 400 pages of reading per week, 3 papers

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

Exam format: multiple choice and short answer on reading quizzes

ENGL 5153 20TH-CENTURY ENGLISH NOVEL

(Last taught: F92) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: REED P !!CLA Distinguished Teacher Award!!

General Ed Req: none

English 5153 presents a selection of British novels from the twentieth century. I try to capture a balance between novels which introduce the most famous novelists of the era (e.g. Joyce, Woolf), which represent different modes or techniques (e.g. modernism, interior monologue), which reflect the society and culture of their content, and which convey a sense of changes over the period. Since this means spanning almost a century’s work, it is difficult to select six or seven novels which do all of these things. In return for what I consider a humane reading list, I expect students to attend, participate, talk to each other, and keep up with the assignments. Usually a mix of lecture and question and answer, with periodic group work. Emphasis on careful reading of the text with consideration of its social and historical content and relevance. I want students to enjoy the readings and to whet their appetite for more.

Class time: 40% lecture, 20% discussion, 40% question and answer

Workload: 150 pages of reading per week, 2 exams, 1 paper

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

Exam format: Essay (usually one essay at midquarter, two at final, from choice of questions. Frequently questions distributed ahead of time.)

ENGL 5211 OLD ENGLISH (ANGLO-SAXON)

(Last taught: W94) prereq grad stu or Engl maj or Δ, 5 cr

Instructor: MACLEISH A

General Ed Req: none

The course offers an opportunity to study the sounds and elementary grammar of the Old English language (700-1100 A.D.). Daily oral translation of short reading selections will illustrate the points of the grammatical lessons. After the first five weeks, longer selections from well-known Old English prose works will supplement the daily lessons. Text: Moore, Knott, Hulbert. “The Elements of Old English”, 10th edition.

Workload: a lesson-a-day, lots of translation from Old English, 3-4 quizzes

ENGL 5215 MAJOR TYPES OF MIDDLE ENGLISH LITERATURE

(Last taught: S93) prereq 5221, grad stu or Engl maj or Δ, 4 cr

Instructor: WALLACE D

General Ed Req: none

This course is open to students who have completed 5221, Chaucer’s

“Canterbury Tales”; all readings will be in Middle English or (for Henryson) Middle Scots. We begin by reading some fifteenth-century history and then consider Chaucer’s two chief continuators: Hoccleve, who develops Chaucer’s comical persona (and becomes the first poet in English to suffer and then describe a nervous breakdown); and Lydgate, a Benedictine monk who becomes an official propagandist and court poet of the new Lancastrian regime. We next consider Chaucer’s greatest Scottish successor, Henryson, paying particular attention to his notorious continuation of the Troilus and Criseyde story. Having fortified ourselves with a second dose of political history, we study the York mystery plays and then go on to consider writings by women (as mystics, mothers, travellers, business women, household managers, medical experts, etc.: Julian of Norwich, Margery Kempe, the Pastons, Christine de Pisan, anonymous women authors). We close with Malory’s “Morte D’Arthur”, the end of civil war and the formation of an English nationalist ideology.

Workload: 2 papers

Grade: 100% written reports/papers

ENGL 5221 CHAUCER: THE CANTERBURY TALES

(Last taught: W93) prereq grad stu or Engl undergrad maj or Δ, 5 cr

Instructor: MACLEISH A

General Ed Req: none

The objectives of the course are to learn how to read Middle English poetry, to learn something about the sound and grammatical structures of late 14th century Middle English, and to become acquainted with recent critical views of each of the Canterbury Tales that we encounter. These tales are fabliaux, ostensible debates about marriage, saints’ lives, quasi-sermons, and Chaucer’s satire on the popular verse of his own time. There are mid-term and final examinations, a term paper, and oral reading of Middle English from selected passages in poems that we have considered. Extensive bibliographies are available.

Class time: 50% lecture, 50% discussion

Workload: 12 pages of reading per week, 2 exams, 1 paper, oral reading of Middle English

Grade: 30% mid-quarter exam(s), 50% final exam, 20% written reports/papers

Exam format: essay

ENGL 5221 CHAUCER: THE CANTERBURY TALES

(Last taught: W94) prereq grad stu or Engl undergrad maj or Δ, 5 cr

Instructor: WALLACE D

General Ed Req: none

This course offers the opportunity to study one of the most heterogeneous and socially inclusive texts in English - the Canterbury Tales contains everything from epic of war to bedroom farce; Christian legend to anti-Semitic fable; fairy story to narrative of rape; the Pardoner to the Wife of Bath. My own interests lie in the intersections of literature with history/politics/gender, but all viable approaches are welcomed. Assignment 1 is a language quiz; assignments 2 and 3 (translation and commentary on selected passages) are designed to prepare you for assignment 4 (a long research paper - a 60 volume reserve list is available at Wilson Library). Students will become proficient at reading Middle English aloud (amaze your friends) and will produce one long, detailed and independent essay that should prove satisfying.

Class time: 65% lecture, 35% discussion

Workload: 10 pages of reading per week, 3 exams, 1 paper

Grade: 90% written reports/papers, 10% quizzes

Exam format: language quiz 10% (translation and comment exercises); take-home assignments, 40%, one long research paper 50%

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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ENGL 5261 MILTON

(Last taught: W93) prereq grad stu or Engl maj or Δ, 4 cr
Instructor: MCNARON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

This course explores the development of John Milton's poetry from his days as an undergraduate at Cambridge to his composition of his three great poems, "Paradise Lost", "Paradise Regained" and "Samson Agonistes". The course approaches Milton from the vantage point of feminist, psychoanalytic, deconstruction and new historical criticisms. Students read almost all of Milton's poetic work plus some secondary articles and some biographical material. One day's class is essentially lecture, the second meeting is largely discussion and question asking. The goal of the course is to bring Milton into a contemporary world as someone vital, lively and well-worth reading.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, self and course evaluation

Grade: 50% mid-quarter exam(s), 10% written reports/papers, 20% class participation, 20% recitation of lines from memory

Exam format: essay and passage-recognition for two exams

ENGL 5414 CONTEMPORARY AMERICAN LITERATURE

(Last taught: F93) no prereq, 4 cr

Instructor: SOLOTAROFF R

General Ed Req: none

We will use Volume II of the 'Norton Anthology of American Literature' as the basic text and from it read such fiction writers as Cheever, Mailer, Saul Bellow, Nabokov, Flannery O'Connor, Updike, Roth, Mason, Walker and Erdrich and such poets as Roethke, Lowell, Rich, and Plath. We'll also read one or two novels. Some possibilities: Doctorow 'The Book of Daniel'; Stone, "Dog Soldiers"; Percy, 'The Moviegoer'; Oates, 'them'. I will teach this course by a combination of lecture and discussion.

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

Exam format: in-class midquarter and final

ENGL 5431 AMERICAN POETRY: BEGINNINGS TO 1890

(Last taught: W94) prereq grad stu or Engl maj or Δ, 4 cr
Instructor: GRIFFIN E !!CLA Distinguished Teacher Award!!

General Ed Req: none

This is the first in a two-course sequence in American poetry. The second course, English 5432, covers 20th century American poetry; this one surveys the 17th, 18th, and 19th centuries. Obviously, we cannot study carefully, in the ten weeks allowed us, all the verse written during three centuries. Hence the following poets have been selected for special attention: Anne Bradstreet, Edward Taylor, Philip Freneau, Phillis Wheatley, Ralph Waldo Emerson, Edgar Allan Poe, Walt Whitman, and Emily Dickinson. Selections from other poets will be studied, but the aim of the course is to provide you with a working familiarity with the poetry and the theories of a representative group of poets currently considered most significant to literary history among those poets who wrote in English and lived a major portion of their lives in British North America and in the United States before our own century. Required texts: Eberwein, Jane Donahue, ed., "Early American Poetry" 1978; Johnson, Thomas H., ed., "Final Harvest: Emily Dickinson's Poems" 1961; Stanley Williams and Edwin Honig, eds., "The Mentor Book of Major American Poets"

Class time: 50% lecture, 50% discussion

Workload: 75 pages of reading per week, 2 exams, 2 papers, imitations and memorization exercises

Grade: 15% mid-quarter exam(s), 30% final exam, 35% written reports/papers, 20% quizzes

Exam format: essay

ENGL 5432 AMERICAN POETRY: 1890-1940

(Last taught: W93) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: BALES K

General Ed Req: none

This is a course in the major poets and the popular poets of the twentieth century - popularity measured sometimes by newspaper circulation (Don Marquis' "Archy and Mehitabel"), sometimes by importance to a substantial group of readers (Langston Hughes;

Adrienne Rich). Each student must get to know one poet of the later century well enough to represent him/her in a panel discussion. Videos concerning the "major" poets may be checked out for home viewing or viewed in the media center.

Class time: 50% lecture, 25% discussion, 25% panel discussions at quarter's end

Workload: 1 exam, 2 papers, 1 day's participation in a panel discussion

Exam format: An essay examination with several questions given in advance and then narrowed (by me) to fewer choices at time of writing.

ENGL 5451 19TH-CENTURY AMERICAN NOVEL

(Last taught: F92) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: GRIFFIN E !!CLA Distinguished Teacher Award!!

General Ed Req: none

Study of representative novels and romances written by North Americans from the late eighteenth century through the last decade of the nineteenth century. Students should expect to read one novel per week for class discussion. Reading of additional novels will be encouraged; reading of supplementary critical and historical commentary will be required. The fiction to be discussed in class will be drawn from the works of both "established" and "emerging" figures in American literary history. Typical "established" figures: Charles Brockden Brown, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville, Samuel Clemens; typical "emerging" figures: Catherine Maria Sedgwick, Harriet Beecher Stowe, Fanny Fern, Kate Chopin, Charles Chesnut, James Weldon Johnson. The history of American literature is undergoing revision at the moment, with many texts coming into print and others going out; hence the reading list will also depend upon availability of inexpensive editions for classroom use.

Class time: 60% lecture, 40% discussion, the instruction style depends to some extent on class size

Workload: 400 pages of reading per week, 1 exam, 2 papers

Grade: 30% final exam, 60% written reports/papers, 10% class participation

Exam format: essay, with study questions provided in advance of examination

ENGL 5471 AMERICAN DRAMA

(Last taught: F93) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: GEFFEN A !!CLA Distinguished Teacher Award!!

General Ed Req: none

Because of the unavailability of a comprehensive anthology of American drama from 1787 to the present, the course focuses on a wide range of American plays from 1918 to 1985. Students are urged not only to read the plays as texts, but also to imagine the ways in which they could be presented on the stage.

Class time: 20% lecture, 80% discussion

Workload: 100 pages of reading per week, 1 exam, 1 paper

Grade: 50% final exam, 50% written reports/papers

Exam format: essay: many choices, open-book, questions given in advance

ENGL 5815 HISTORY OF ENGLISH LANGUAGE

(Last taught: F92) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: MACLEISH A

General Ed Req: none

This course will sketch some major changes in English over a period of, roughly, thirteen hundred years. Our emphasis will be on the period 600 to 1600 CE. We will concentrate upon the nature of changes themselves rather than on the reasons for these changes, though we will, from time to time, speculate on physiological and social reasons for change. This, we emphasize an "internal" history of the organism of language rather than a history of "external" events and dates. The exercise materials are introduced to give practical application of the principles of change in English. Catalogue: Development of the English Language from Old to Early Modern English: phonology, morphology, and syntax.

Class time: 25% lecture, 75% discussion

Workload: 2 exams, 1 paper, lots of written exercises

Grade: 35% mid-quarter exam(s), 65% final exam

Exam format: essay

ENGL 5851 STRUCTURE OF MODERN ENGLISH

(Last taught: F92) §3851; prereq grad stu or Engl maj or Δ, 4 cr

Instructor: ESCURE G

General Ed Req: none

This course explores the nature of language, with specific application to English. The structure and function of English is presented without prescriptivist bias, and issues of language use and communication are discussed in context of various speech communities. First part consists in the examination of cognitive aspect of language, a universal set of mental processes linking meaning and sound. Each major component of language is analyzed, namely-the structure of sounds (phonetics and phonology); word and sentence structure (morphology and syntax), and meaning component (semantics). Second part focuses on social and behavioral function of language in context of the socio-economic and stylistic factors determining linguistic variability in daily usage. Includes overview of pragmatics, speech act theory, conversational analysis, and sociolinguistic methodologies correlating linguistic variables to social variables such as socio-economic status, ethnicity, gender and age. In addition to textbook (Finegan & Besnier: Language, Its Structure and Use. 1989), a variety of add'l material, summaries, worksheets and reviews will be distributed and discussed throughout the qtr. Supplementary reading materials available in Course Res.

Class time: 70% lecture, 30% discussion, article presentations

Workload: 50 pages of reading per week, 3 exams, oral presentation and critique of articles

Grade: 25% mid-quarter exam(s), 50% final exam, 25% combined presentations and class participation

Exam format: multiple choice and essay questions

ENGL 5852 MODERN IRISH LANGUAGE

(Last taught: F93) no prereq, 5 cr

Instructor: STENSON N

General Ed Req: none

This course will focus on developing functional skills in the Irish language, through formal study of vocabulary and grammar and through practice activities in language use. Focus will be most strongly on speaking and listening skills, though some reading and writing will be included (primarily as homework). Elements of Gaelic Irish culture will be introduced as appropriate. Pace of course is fairly rapid; a good deal of outside preparation is expected in the form of grammar and vocabulary study and daily written exercises, reinforced in class with drills and more communication-oriented exercises.

Class time: 10% lecture, 90% class drills, small group and pair work

Workload: 6 pages of reading per week, 5 exams, daily written practice with structured exercises, weekly free writing, vocabulary/grammar

Grade: 25% final exam, 25% quizzes, 25% class participation, 25% problem solving

Exam format: fill-in, sentence construction and manipulation, translation

ENGL 5853 MODERN IRISH LANGUAGE

(Last taught: W94) prereq 5852, grad stu or Engl maj or Δ, 5 cr

Instructor: STENSON N

General Ed Req: none

Second quarter of elementary language course covering speaking, listening, writing, and reading skills in approximately that order of importance. Text: "Learning Irish" by Micheal O. Siadhail plus accompanying tapes and teacher-prepared workbook. Class participation is crucial: individual and group work on grammar drills, communication practice, listening comprehension. Groups will prepare videotaped skit for final project.

Workload: 4 pages of reading per week, 4 exams, 10 papers, written

exercises

Exam format: grammar manipulation, translation, communication exercises

ENGL 5910 TOPICS IN ENGLISH AND NORTH AMERICAN LITERATURE: OLD AGE IN MODERN LITERATURE AND FILM

(Last taught: W93) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: HOY H

General Ed Req: none

An examination of instances of Canadian fiction and non-fiction prose, drama, and poetry by writers whose class, race, sexual orientation, or choice of genre might locate them outside the mainstream. The course will examine various strategies for writing difference and writing across difference, questions of oppositional writing and of coding, and issues of aesthetic standards and audience. Among the texts under consideration are established novelist Timothy Findley's "Not Wanted on the Voyage" (viewed as homotext), Cree dramatist Tomson Highway's controversial "Dry Lips Oughta Go to Kapuskasing", Caribbean-Canadian Marlene Nourbese Philip's poetry collection "She Tries her Tongue, Her Silence Softly Speaks", francophone Jovette Marchessault's "Lesbian Triptych", Japanese-Canadian Sky Lee's "The Disappearing Moon Street Cafe", Sylvia Fraser's autobiographical account of sexual abuse survival "My Father's House", and writer Beatrice Culleton's "In Search of April Raintree".

Class time: 100% discussion

Workload: 150 pages of reading per week, 1 paper, 2 ongoing reading response papers

Grade: 35% written reports/papers, 20% class participation, 45% reading response papers

ENGL 5910 TOPICS IN ENGLISH AND NORTH AMERICAN LITERATURE: OLD AGE IN MODERN LITERATURE AND FILM

(Last taught: S93) prereq grad stu or Engl maj or Δ, 4 cr

Instructor: ROTH M

General Ed Req: none

The course follows a selective path through the English novel beginning with Daniel Defoe's "Robinson Crusoe". Students will read 7 or 8 novels of various lengths (although even a short pretwentieth-century novel can be pretty long). The novels are roughly half by men and half by women, and the centers of interest in our discussions will be family systems, gender (and sexual preference), race (and colonialism), and social and economic class. The class periods will be open discussion backed up by lecture when the opportunity arises.

Workload: 200 pages of reading per week, a critical journal/reading journal and 12-15 pages of another kind of writing

Grade: 100% written reports/papers, includes journal and writing

Exam format: no exams

ENGL 5940 FIGURES IN ENGLISH AND NORTH AMERICAN LITERATURE

(Last taught: S93) prereq grad stu or Engl undergrad maj or Δ, 4 cr

Instructor: CLAYTON T !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

For full description see Engl 3940: FIGURES... METAPHYSICAL AND CAVALIER POETS

Class time: 50% lecture, 50% discussion

Workload: 2 exams, 1 paper, select poems by 20-30 poets, 3 supplementary books; quiz each class, 20 pg research paper

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% quizzes, higher overall performance expected

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

than for 3940

Exam format: mostly essay, typically including synthesis, comparison and analysis of passages

ENGLISH: CREATIVE/PROFESSIONAL

ENGW 1101 INTRODUCTION TO CREATIVE WRITING

(Last taught: F93) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Introduction to writing fiction, poetry, and memoir. The class will focus on students' individual writing, through in-class writing exercises, take-home assignments, and small group workshopping of students' work. There is also a series of weekly lectures by local writers in which they discuss the creative process. Attendance at two literary events during the quarter is required as an introduction to the local literary community. Contemporary fiction, memoir, and poetry texts are used as models in class. There are no exams, rather, two creative writing portfolios are required, one at mid-term and one for the final.

Class time: 30% lecture, 60% discussion, 10% in-class writing exercises

Workload: 20 pages of reading per week, 2 writing portfolios

Grade: 30% written reports/papers, 30% special projects, 20% class participation, 20% assignments, notebook, responses (weekly written requirements)

Exam format: no exam - writing project instead

ENGW 1102 INTRODUCTION TO FICTION WRITING

(Last taught: F93) §Engl 1101; prereq writing practice or 1101, 4 cr

Instructor: STAFF

General Ed Req: none

Beginning instruction in the writing of fiction, taught in a workshop format: students discuss each other's works of fiction. Texts are drawn from collections of contemporary fiction and essays on technique. Topics covered include characterization, plot, dialogue, and style. Written comments on fellow students' work are required as well as revised individual work.

Class time: 10% lecture, 90% discussion

Workload: 20 pages of reading per week, final portfolio of writing and critical comments

Grade: 60% special projects, 10% in-class presentations, 30% class participation, presentation of a contemporary writer or story to class

ENGW 1103 INTRODUCTION TO POETRY WRITING

(Last taught: W93) §Engl 1104; prereq writing practice or 1101, 4 cr

Instructor: REICHARD

General Ed Req: none

Beginning instruction in the art of poetry. Discussion of student poems, with student presentations on contemporary poets and poetry. Writing exercises both in and out of class, with a focus on generating material. Each student will have the chance to have several pieces of work critiqued in class, with private mid-quarter and final critiques with the instructor. Written work includes in-class writing, weekly take home assignments, plus a mid-quarter and final portfolio. Each student will make a brief presentation on a contemporary poet of her/his choice. Texts include an anthology of contemporary poetry, and a book of poems by a contemporary poet (to be decided upon by the student and instructor at the first class meeting).

Class time: 15% lecture, 85% discussion

Workload: 10 pages of reading per week, weekly writing assignments

Grade: 10% in-class presentations, 40% class participation, 50% mid-quarter portfolio 25%/final portfolio 25%

ENGW 1103 INTRODUCTION TO POETRY WRITING

(Last taught: F93) §Engl 1104; prereq writing practice or 1101, 4 cr

Instructor: STAFF

General Ed Req: none

Beginning instruction in poetry writing, conducted in a workshop format: a group discussion of each student's work. Texts are drawn from contemporary collections and books on technique. In and out-of-class writing assignments are designed to generate new material and direction. Attendance of poetry readings is required. Each student may prepare a presentation on a living and publishing poet. No exams;

rather, a final portfolio of poetry and critical comments due at end of course.

Class time: 10% lecture, 90% discussion

Workload: 20 pages of reading per week, 1 paper, 1 possible presentation on current poet; paper of final portfolio of poetry and comments

Grade: 40% written reports/papers, 10% in-class presentations, 20% class participation, 30% weekly assignments and requirements

Exam format: no exam, final writing portfolio instead

ENGW 3960 WRITING WORKSHOP FOR MAJORS

(Last taught: F93) prereq Comp 3xxx, Engl maj, jr or sr, Δ, 4 cr

Instructor: STAFF

General Ed Req: none

This writing workshop for English majors with a strong interest in creative writing is designed to allow students to complete their senior project for the major. The fall workshop typically focuses on fiction, and EngW 3102 (intermediate fiction writing) is a prerequisite for the workshop. Students will complete at least one polished piece of work to be submitted as their senior project, though additional work will also be required. Students taking this course to fulfill their seminar and senior paper requirements should also register for EngI 3961. Students must apply for this course in advance through the English undergraduate studies office, 209 Lind Hall.

ENGW 5101 ADVANCED FICTION WRITING

(Last taught: F93) prereq Δ, 4 cr

Instructor: FITZGERALD M

General Ed Req: none

A workshop for those who have considerable experience in writing short stories. A maximum of 15 students will be selected on the basis of a ten to fifteen page sample of fiction. The format of the class will include critiques of each student's stories as well as stories by published authors, chosen by the students. The instructor's expectations of the quality of the writing will be high, and the expectations of improvement even higher.

Class time: 100% discussion

Workload: 2+ stories for critique, revised versions done by end of qtr, critiquing published work

Grade: 70% written reports/papers, 30% class participation, only exceptional achievements gain an A or A- grade

ENGW 5102 ADVANCED FICTION WRITING

(Last taught: W94) prereq Δ, 4 cr

Instructor: FITZGERALD M

General Ed Req: none

A workshop for those who have considerable experience in writing short stories. A maximum of 15 students will be selected on the basis of a ten to fifteen page sample of fiction. The format of the class will include critiques of each student's stories as well as stories by published authors, chosen by the students. The instructor's expectations of the quality of the writing will be high, and the expectations of improvement even higher.

Workload: 2 papers, required to read and comment on each other's writing

ENGW 5105 ADVANCED POETRY WRITING

(Last taught: F93) prereq Δ, 4 cr

Instructor: BROWNE M !!CLA Distinguished Teacher Award!!

General Ed Req: none

Advanced Workshop for students with considerable experience in writing poetry. The workshop gives students an opportunity to explore new poetic possibilities and to read widely in contemporary poetry and poetics. Prerequisite is consent of instructor (based on writing sample). The maximum number of students in the class is 15. The staple of the class is the poetry worksheet, which consists of student poems for discussion. Each member of the class writes critiques of the poems and refers to them during discussion. The instructor usually joins in at the end of the discussion and summarizes opinions about the poem. Each class session begins with writing time, and students are invited to read what they have written (often in response to a specific assignment). There is usually time, at the end of class, for an open reading of favorite poems, and sometimes students, or the instructor, will present informal reports on some aspect of poetry which has become a topic of interest during discussion. The atmosphere of the class is informal but the instructor has high expectations of the group members in terms

of their contribution to the success of the course.

Class time: 15% lecture, 85% discussion

Workload: Students turn in portfolio of work (15pp est.) at end of course along w/copies of critique

Grade: 15% written reports/papers, 75% class participation, 10% overall progress in writing and oral participation

ENGW 5120 TOPICS IN ADVANCED POETRY WRITING

(Last taught: W94) prereq #, 4 cr

Instructor: ENGMAN J

General Ed Req: none

Current literary fashion has produced a generation of writing students who shudder at the word "form" and the attendant vision of rules and limitations the word suggest to them. Many have difficulty understanding that no matter how devoted to "Personal expression" their writing might be, they must always be engaged in the pursuit of imaginative movement, "imaginative form," if their work is to move beyond mere personal expression into the realm of art. In this poetry workshop, we will spend most of class time reading and responding to one another's work, which will be generated by writing suggestions and experiments with imaginative form. We will explore several visible or "received" forms (Rondeau, Rimus Dissolutas, Pantoum, Ghazal, Sestina and others) and several invisible or "discovered" forms (Suites, Multiple Voices, Metaphorical Fantasy, The Rant, Logical Figures and others) in the writing of selected contemporary poets. The focus will be on discovery and recognition of the imaginative movement in our own writing, and how such recognition helps to liberate and enrich the poem's original voice.

Workload: daily writing/weekly assignments in both reading and writing

Exam format: final portfolio of imaginative writing

ENGW 5120 TOPICS IN ADVANCED POETRY WRITING

(Last taught: S93) prereq #, 4 cr

Instructor: HAMPL P !!CLA Distinguished Teacher Award!!

General Ed Req: none

Heroic Poetics. A consideration of how poets write about poetry and the poetic endeavor. There is a rich tradition of poetry and prose that takes the poetic impulse and enterprise as its subject. Students will read examples of such work, and discuss the place of poetics in a poet's life and work. In addition, students will write their own poetics for class discussion and presentation. Special focuses include: aesthetic and formal concerns; politics and polemic; landscape as metaphor; poetry as spiritual awakening; the voice of poetry: personal or cultural? Students wishing to take this course should already have written at least a small body of poetry and have taken at least one advanced poetry writing workshop. As with all 5-level creative writing courses, permission through the Creative Writing office (625-6366) is required for registration. Each student will be responsible for a formal class presentation on the poetics of a specific writer (chosen by the student with instructor and group consultation) and occasional in-class writing, as well as a final project representing the student's own statement of poetics.

Class time: 30% lecture, 60% discussion, 10% some in-class writing

Workload: 50 pages of reading per week, formal class presentation

Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

Exam format: no exams - creative writing final project

ENGW 5204 ADVANCED PLAYWRITING

(Last taught: W94) prereq Δ, 4 cr

Instructor: OLIVE J

General Ed Req: none

Taught by John Olive, an accomplished and widely produced professional playwright (Steppenwolf Theatre, Manhattan Theatre Club, Old Globe Theatre), television writer ("thirtysomething") and screenwriter (Hollywood Pictures), this course is a lively exploration of the storytelling potential of the stage. The course structure is quite simple: students bring short pieces of dramatic writing (or sometimes simple oral presentations of ideas) into class. These pieces are then discussed in intensive detail. The atmosphere is "critically supportive" and is designed so that students help each other get and develop ideas and sketches into real plays. In addition, each session begins with a short (15 minute) "lecture" by Mr. Olive, on craft-oriented topics ranging from "How To Get An Agent" to "How To Create Interesting Characters" to "Stylistic Trends in Contemporary American Theatre". Each student will create a fully realized project during the quarter, either a completed one act play or one act of a full length work. Previous playwriting experience is helpful but not essential. Some creative writing is a requirement, however, and students are required to submit short samples of their work in order to be admitted to the course. Space limit

Workload: 4 papers, extensive work on an ongoing project

ENGW 5310 READING AS WRITERS

(Last taught: W94) prereq #, 4 cr

Instructor: FITZGERALD M

General Ed Req: none

What's the difference between a period novel and a historical novel? One of the questions I hope we will keep asking throughout the ten weeks. The students will come to the first class with two books they have read which they think fit into the category. Out of this pool we will choose seven to read. The eighth and ninth novels will be "The Remains of the Day" by Kazuo Ishiguro and "The Book of Daniel" by E. L. Doctorow. Please consider works that are readily available in paperback editions and that are not written by white Americans (U.S.); I would like us to read novels by African American, African, Asian, Australian, British, Canadian, Eastern-European, and European men and women.

Workload: Read a novel per week

ENGW 5310 READING AS WRITERS

(Last taught: F93) prereq #, 4 cr

Instructor: STAFF

General Ed Req: none

Wide reading of contemporary playwrights. Attendance at some local performances will be required. Written responses and exercises assigned. For additional information, contact the creative writing office, 224 Lind Hall, 625-6366.

ENTOMOLOGY

ENT 1001 INSECTS AND SOCIETY

(Last taught: S93) no prereq, 3 cr

Instructor: RAGSDALE D

General Ed Req: none

Non-technical discussion of the impact of insects on human society. Issues for discussion include: involvement of insects in human disease; impact of insects on food production; biological, chemical and genetic control of pest species; use and misuse of insecticides; and insect behavior and natural history. The course is designed for non-agricultural majors for the purpose of recognizing how insects affect human society. Both historical and contemporary issues will be explored through lecture, discussion, demonstration and field trips. **Class time:** 60% lecture, 30% discussion, 10% field trips, collecting trips

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 10 pages of reading per week, 2 exams
Grade: 33% mid-quarter exam(s), 33% final exam, 33% insect rearing and collection
Exam format: short answer, essay; 2-3 sentences to half page answers. Format is 12 questions and asked to answer 10.

ENT 1005 ECONOMIC ENTOMOLOGY

(Last taught: F93) prereq Biol 1011 or #, 4 cr
Instructor: RAGSDALE D
General Ed Req: none
This course builds upon the student's previous exposure to biological systems, evolution, and ecology obtained in the General Biology prerequisite. It focuses on pest species in the Class Insecta - the most diverse and abundant group of animals on earth. Lectures are organized into three major themes, an overview of the Class Insecta, introduction to pest management theory, and finally in-depth discussion of management of specific pest species. Pest management systems are presented within the overall context of preserving environmental quality while sustaining a profitable agricultural production system. Throughout the quarter there are several (10-12) edited and graded 1-page writing assignments that emphasizes critical thinking skills. The overall goal is to introduce students to insect pest complexes and to provide students with biological principles that will empower them to make informed decisions concerning pest control strategies from the viewpoint of the producer as well as the consumer.
Class time: 50% lecture, 20% discussion, 20% laboratory, 10% field trips - local
Workload: 30 pages of reading per week, 6 exams, 1 insect collection
Grade: 40% mid-quarter exam(s), 20% final exam, 10% written reports/papers, 5% quizzes, 25% lab work
Exam format: 40%- 1 to 2 word answers (fill-in-the-blank); 40%- short answer/calculations; 20%-essay (1-3 paragraphs)

ENT 3020 PRINCIPLES OF BEEKEEPING

(Last taught: S93) prereq Biol 1011 or #, 4 cr
Instructor: SPIVAK M
General Ed Req: none
Students will learn the life history of honey bees, the principles and practice of efficient beekeeping management systems (including seasonal management, diagnosing and treating bee diseases, and preparing honey for consumption, and the impact of honey bees on pollination and agriculture. The lab will include both demonstrations and hands-on experience managing honey bee colonies. The text will be "The Hive and the Honey Bee", 2nd ed, 1992, Dadant & Sons.
Class time: 70% lecture, 10% discussion, 20% laboratory
Workload: 20 pages of reading per week, 3 exams
Grade: 50% mid-quarter exam(s), 50% final exam
Exam format: short answer, essay

ENT 3200 SOCIAL INSECTS

(Last taught: W94) prereq college level general biology course, 4 cr
Instructor: SPIVAK M
General Ed Req: none
Students will gain an appreciation for the insects that are usually known only for eating wood, destroying picnics, and stinging: termites, ants, wasps, and bees. These social insects have fascinating natural histories and behaviors. They also provide a model system to study cooperative activity and collective decision making based on information supplied by individuals with no central authority. Lecture topics will emphasize natural history and life-cycles, how castes (queens, workers, soldiers) are determined and regulated, communication, colony multiplication, the superorganism concept, and current theories on the evolution of social behavior in insects. Discussion sessions will involve reading and evaluating current scientific literature on selected lecture topics.
Class time: 75% lecture, 25% small group discussions
Workload: 50 pages of reading per week
Grade: 30% mid-quarter exam(s), 45% final exam, 25% presentations in discussion groups
Exam format: short essay, multiple choice, thought questions

ENT 5030 INSECT PHYSIOLOGY

(Last taught: W94) prereq #...BioC 5001, 5002 or MdBc 5100 rec, 3 cr
Instructor(s): KURTTI T, MESCE K
General Ed Req: none

The course covers the physiology of insects, including development, structure and function of major organ systems and their neural and hormonal control. The goals of the course are to examine the basic principles of insect physiology, show how insects and their organ systems function, describe the mechanisms that regulate the function of these organ systems and discuss the homeostatic mechanisms that integrate the function of individual organ systems. Students will review the literature of insect physiology, become familiar with current research in insect physiology. The course emphasizes physiological concepts that are relevant to a living insect in its natural setting. It is designed for grad students in entomology but students in other areas of biology are encouraged to take the course. Knowledge of basic entomology, cell biology and biochemistry is assumed. Emphasis is on broad concepts, basic physiological problems that insects face and principles of how insects have solved these problems. We do not attempt to describe the numerous physiological adaptations that insects exhibit; we do focus on insects of interest to the class. Handouts containing graphs, figures or tables are used to help clarify and simplify complex info.

Class time: 80% lecture, 20% discussion
Workload: 50 pages of reading per week, 2 exams
Grade: 30% mid-quarter exam(s), 60% final exam, 10% class participation
Exam format: essay, short answer

ENT 5200 APICULTURE

(Last taught: W93) prereq 9 cr entomology or biology, 4 cr
Instructor: SPIVAK M
General Ed Req: none
Three topics will be covered in this course: 1) the evolution of social behavior in insects (termites, ants, wasps, and bees); 2) the biology and natural history of honey bees (anatomy, physiology, age-related activities, nest architecture, swarming, mating, chemical communication, orientation and foraging); and 3) the management of honey bee colonies (honey production, pollination, overwintering, and disease control). The social behavior, biology and management of temperate and tropical races of honey bees, including Africanized bees, will be discussed throughout the quarter. In addition to the textbook, "The Biology of the Honey Bee", M. Winston, 1987, a variety of additional readings will be distributed and discussed.
Class time: 75% lecture, 25% discussion
Workload: 40 pages of reading per week, 4 exams
Grade: 50% mid-quarter exam(s), 50% final exam
Exam format: short essay (5-10 questions), some multiple choice

ENT 5210 INSECT PEST MANAGEMENT

(Last taught: W93) prereq 1005 or #, 4 cr
Instructor: RADCLIFFE E
General Ed Req: none
Insect pest management is the application of the concepts of integrated pest management (IPM) to the suppression of insect pests. IPM implies that the management of pests be approached from an ecosystem perspective. Pests, management tactics and strategies, and cropping systems should be considered as components of comprehensive economic and environmental units. In the evolution of IPM systems, the ecosystem perspective has been described as a Level 4 focus (Level 1 = focus on pest control methodology, e.g., chemical, biological, cultural; Level 2 = focus on biological interrelationships of the pest or pest complex; Level 3 = focus on a cropping system, microeconomics, and biological implications of management decisions). In this course, we review various possible tactics of pest control, and consider the strategies for successfully integrating these into pest management systems, with particular emphasis to the management of insect pests of agricultural crops. Texts: Dent, David, 1991, "Insect Pest Management" C.A.B. International; Pedigo, Parry P., 1989, "Entomology and Pest Management" MacMillan; Metcalf, R.L. and W.H. Luckmann eds. 1982, "Introduction to Insect Pest Management" 2nd edition, Wiley.
Class time: 60% lecture, 10% discussion, 30% class project
Workload: 75 pages of reading per week, 2 textbooks used, total 1800 pages, some overlap of coverage
Grade: 30% mid-quarter exam(s), 40% final exam, 30% special projects, class project ("expert system") - a team project (1 grade for all)
Exam format: oral - given in groups of 3-5 students (3h)

ENT 5215 INSECTS IN RELATION TO PLANT DISEASES

(Last taught: S93) §PIPa 5215; prereq one course in ent and plant pathology, or #, 3 cr

Instructor: RAGSDALE D

General Ed Req: none

This course is designed to introduce the concepts of insects as vectors of plant disease agents. The majority of the course focuses on the insect group Heteroptera (leafhoppers, planthoppers, and aphids) and the pathogen groups of viruses and mollicutes (simple single wall bacteria). Each topic is introduced using recent review articles or book chapters as the principle source material and concludes with a discussion of one or more recent journal articles. There is no text required and all readings are on reserve in either the Entomology or Plant Pathology library. Lecture topics range from the ecology of the vector species to current strategies used to control the spread of insect vectored pathogens.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 2 exams, 6 papers

Grade: 40% mid-quarter exam(s), 40% final exam, 20% in-class presentations

Exam format: half short answer (1-2 sentences) and half essay requiring 1 or 2 paragraphs i.e., answers which will synthesize factual knowledge

ENT 5250 FOREST ENTOMOLOGY

(Last taught: W93) prereq any two courses among the forestry, zoological, botanical, biological, and/or agricultural sciences, 4 cr

Instructor: KATOVICH S

General Ed Req: none

Biology of forest insects with special emphasis on the major pests and pest groups found in North America. Discussion of basic insect population ecology, insect sampling, methods for predicting damage, pest suppression tactics and the beneficial role insects play in the forest environment. Pest suppression includes tactics utilizing silviculture, parasites and pathogens, fire and insecticides. Urban forest pest management is discussed. Laboratory includes identification of insects and recognizing insect damage.

Class time: 50% lecture, 25% discussion, 25% laboratory

Workload: 20 pages of reading per week, 2 papers, 2-3 takehome problems (short); 3 lecture exams, 2 lab exams

Grade: 30% mid-quarter exam(s), 25% final exam, 20% written reports/papers, 25% lab work

Exam format: essay, short answer

ENT 5275 MEDICAL ENTOMOLOGY

(Last taught: F92) prereq...3005 rec, 3 cr

Instructor: FALLON A

General Ed Req: none

Biology of arthropod vectors of human disease. Disease transmission and host, vector, and pathogen interactions are covered. Topics include physiological and morphological adaptations of insects for disease transmission; human immune response to insect vectored pathogens, venoms, etc; host-pathogen-vector interactions in malaria, trypanosomiasis, onchocerciasis, leishmaniasis, and other tropical diseases; lyme disease, mosquito-borne diseases in the U.S.; World Health Organization and other public health efforts to control insect-borne disease; role of insecticide resistance and other factors contributing to incidence of arthropod-borne disease.

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 3 exams

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

Exam format: essay - 5-8 short answer questions based on lecture

material and assigned reading

ENT 5280 LIVESTOCK ENTOMOLOGY

(Last taught: W94) no prereq, 3 cr

Instructor: MOON R

General Ed Req: none

Livestock entomology is the study of the biology and management of insects, mites and ticks associated with livestock production systems. Course goals are for students to understand the variety of relations among parasites, their hosts and people, with emphasis on productivity and comfort. Students learn about the biology of the arthropods and the different tactics that are appropriate for managing livestock pests. By the end, students should be able to design and critique pest management practices that are tailored to a specific livestock enterprise. Background readings are provided in a recommended text, which is on library reserve. Class time is spent discussing the insects and domestic host systems, and illustrated with specimens and slides from the field. Student teams working outside class choose a specific enterprise, design an appropriate pest management system, and present a report for a term project.

Class time: 50% lecture, 30% discussion, 20% class activities

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 30% students may substitute a literature review paper for the course final exam

Exam format: essay, matching, few true/false and multiple choice

ENT 5380 LEPIDOPTEROLOGY

(Last taught: W93) prereq course in entomology or #...one course each in ecology and genetics rec, 2-3 cr

Instructor: MILLER W

General Ed Req: none

Biology of Lepidoptera. Topics include body scale structure, phylogeny and classification above the family level, coevolution with plants, mimicry, polymorphism, reproduction, dispersal and migration, population quality, conservation, sericulture. No textbook required. Course resources include recommended readings, exercises, and demonstrations. Term paper optional for 1 additional credit.

Class time: 60% lecture, 10% discussion, 10% laboratory, 20% five hand-in exercises requiring about 2 hrs each

Workload: 40 pages of reading per week, 2 exams, 1 paper, 5 hand-in exercises as above

Grade: 30% mid-quarter exam(s), 40% final exam, 30% hand-in exercises

Exam format: essay

ENT 5920 SPECIAL LECTURES IN ENTOMOLOGY

(Last taught: S93) no prereq, 0 cr

Instructor: REED C

General Ed Req: none

We will develop activities using insects for elementary classes, learn about morphology, classification, life cycles and ecology of insects, and study how insects interact with humans, including insects in art, science, history and literature. We will work with live and dead insects, give presentations, visit labs and hear presentations by researchers. Students will prepare an activity packet for use in school and at home.

Class time: 20% lecture, 20% discussion, 60% laboratory

Workload: 15 pages of reading per week, 1 paper, preparation of activity packet

Grade: 30% written reports/papers, 30% quizzes, 40% activity packet

Exam format: short essay and/or short answer

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

FINANCE

BFIN 3000 FINANCE FUNDAMENTALS

(Last taught: W94) §MBA 8040; prereq Acct 1050 or Acct 1025, 4 cr
Instructor: LEE B

General Ed Req: none

This course introduces the students to the concepts, principles, and practices of financial decisions by corporations. The course applies the twin concepts of value maximization and the risk/expected return trade off to the decisions which must be made regarding the sources and uses of funds during changing financial markets.

Workload: 25 pages of reading per week, 2 exams, 7 homework assignments

Exam format: problem solving, short answer

BFIN 3000 FINANCE FUNDAMENTALS

(Last taught: F93) §MBA 8040; prereq Acct 1050 or Acct 1025, 4 cr
Instructor: ROSKO P !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The goal of a firm is to manage its financial, material and human resources in order to produce the maximum benefits to its investors, employees, customers, and to society. The more specific financial goal of the firm is to maximize the value of the owners' investments. This course will examine the various financial principles, policies and information that relate to the above financial goal. Emphasis will be given to managing profit margins, asset turnovers and risk so as to maximize the returns to owners. Text: "Business Financial Management" by P.L. Cooley and P.F. Roden, Dryden Press, 1988; Study guide available in bookstore, but not required. Optional: "The Wall Street Journal", "Business Week", "Fortune", "Money", and "Barron's" are all available at student subscription rates.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 2 exams, 4 papers

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers, class participation will affect grade

Exam format: problems

BFIN 3300 INVESTMENT MANAGEMENT AND FINANCIAL MARKETS

(Last taught: F93) §8300; prereq 3000, 4 cr

Instructor: JAGANNATHAN R

General Ed Req: none

This course will introduce you to a variety of securities, i.e., stocks, bonds, mortgage backed securities, options and futures contracts that are available to investors in financial markets. You will learn how to value these securities and why these securities may be of interest to an individual or institutional investor. Text: "Investments" by W. F. Sharpe and G. J. Alexander, 4th edition.

Class time: 100% lecture

Workload: 4 hours work per class

Grade: 50% final exam, 20% special projects, 30% quizzes

Exam format: problems

BFIN 3300 INVESTMENT MANAGEMENT AND FINANCIAL MARKETS

(Last taught: S93) §8300; prereq 3000, 4 cr

Instructor: LEROY S

General Ed Req: none

This class will introduce students to the major US financial markets: stocks, bonds, options, futures. The course will also discuss economic models of security analysis and asset valuation. The course will place strong emphasis on writing and oral communication. To that end, the classes will be divided into groups of about four students each (depending on enrollment). These groups will each write about 5 one-page papers, and will each give two 20-minute in-class presentations. The course will also seek to develop students' skills with computational aspects of finance using computer-executed homework sets, but this area will be given less emphasis than oral and written communication. Group will grade the oral presentation, written presentations and homework.

Class time: 50% lecture, 25% discussion, 25% student in class presentations

Workload: 50 pages of reading per week, 2 exams, 5 papers, 2 in class presentations

Grade: 15% mid-quarter exam(s), 25% final exam, 20% written

reports/papers, 20% class participation, 20% problem solving
Exam format: essay

FINNISH

FIN 1101 BEGINNING FINNISH

(Last taught: F93) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

This is the first quarter in a sequence of six courses of Finnish provided the U of M. This sequence serves to satisfy the proficiency oriented foreign language requirement of CLA. Our goals for this quarter is to learn some high frequency phrases, build vocabulary and learn to actively use Finnish language in everyday situations. We put emphasis on "survival skills", everyday language in listening, speaking, reading and writing. Attendance expected.

Workload: journal; bi-weekly quizzes; listening practices

FIN 1104 INTERMEDIATE FINNISH

(Last taught: F93) prereq 1103 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

This class is a continuation of the beginning sequence of Finnish 1101-1103. It will continue the fundamentals of spoken and written Finnish on a more advanced level. A heavy emphasis is given to spoken Finnish, but all four aspects of language learning are stressed: listening, speaking, reading, and writing. Its main objective is to make the student proficient in Finnish. Text: "Finnish for Foreigners 2" Maija-Hellikki Aaltio, plus "Exercises 2" Aaltio.

Workload: CLA guidelines call for 1 hour per class, 1-2 hours homework

Grade: 33% final exam, 33% quizzes, 33% class participation

Exam format: comprehensive final

FOOD SCIENCE AND NUTRITION

FSCN 1102 TECHNOLOGY OF FOOD PROCESSING

(Last taught: F93) prereq high school chemistry, biology, 4 cr

Instructor: LABUZA T !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CSOM: B)

This course introduces the science or non-science student to the basis for why foods are processed. The course begins with a general overview of the technologies used including a video on the "Making of a Junk Food" and one on how foods are marketed at the grocery store. The students then learn about the biochemical, chemical, physical and microbiological modes that cause foods to deteriorate. This is followed up by a series of lectures on state and federal regulations on food safety, nutrition and labeling. The last third of the course then focuses on the ethical, moral, legal, and intentional aspects that impact on the technologies used to process foods. The student prepares 4 short papers on food advertising and then 3 medium papers on the design of several types of food stores and how new foods are positioned. There are three in-class quizzes and each lecture 3 students make an oral presentation on a new food product advertisement.

Class time: 60% lecture, 35% discussion, 5% video

Workload: 20 pages of reading per week, 3 exams, 7 papers, short papers

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

Exam format: short essays and definitions

FSCN 1612 PRINCIPLES OF NUTRITION

(Last taught: F92) prereq high school chemistry and biology, 4 cr

Instructor: HANSON M

General Ed Req: (CLA: B) (CSOM: B)

Course Description: Fundamental concepts; human nutritional requirements, function of nutrients, nature of deficiencies, vegetarianism, weight loss, fad diets, activity, obesity, cancer, heart disease, food processing, safety, world food problems. Text: Wardlaw & Insel "Perspectives in Nutrition", 1990. Performance objectives: As an outcome of didactic instruction, a computer project and assigned reading, the student will be able to 1) identify the essential nutrients in the human diet; 2) understand changes in nutrient needs that occur

during life cycle; 3) describe the major function(s) of each nutrient in the body and changes that occur with deficiency or excess; 4) identify common and concentrated food sources of each nutrient; 5) describe the physical and chemical changes that occur during digestion and absorption of nutrients; 6) distinguish among available dietary standards and their uses; 7) design a sound program of eating and defend this program in terms of nutrition concepts; 8) critically analyze popular writings and advertising concerning nutritional aspects of food.

Class time: 95% lecture, 5% discussion

Workload: 60 pages of reading per week, 4 exams, 1 computer-assisted diet/activity analysis project, min. of 12 hr/wk additional time

Grade: 40% mid-quarter exam(s), 40% final exam, 20% special projects

Exam format: multiple choice

FSCN 1612 PRINCIPLES OF NUTRITION

(Last taught: F93) prereq high school chemistry and biology, 4 cr
Instructor: KURZER M

General Ed Req: (CLA: B) (CSOM: B)

Fundamental concepts; human nutritional requirements, function of nutrients, nature of deficiencies, vegetarianism, weight loss, fad diets, activity, obesity, cancer, heart disease, food processing, safety, world food problems. Text: Wardlaw & Insel "Perspectives in Nutrition", 1990. Performance objectives: As an outcome of didactic instruction, a computer project and assigned reading, the student will 1) identify the essential nutrients in the human diet; 2) understand changes in nutrient needs that occur during life cycle; 3) describe the major function(s) of each nutrient in the body and changes that occur with deficiency or excess; 4) identify common and concentrated food sources of each nutrient; 5) describe the physical and chemical changes that occur during digestion and absorption of nutrients; 6) distinguish among available dietary standards and their uses; 7) design a sound program of eating and defend this program in terms of nutrition concepts; 8) critically analyze popular writings and advertising concerning nutritional aspects of food.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 3 exams, 1 computer-assisted diet/activity analysis project, min. of 12 hr/wk additional time

Grade: 40% mid-quarter exam(s), 40% final exam, 20% special projects

Exam format: multiple choice

FSCN 1612 PRINCIPLES OF NUTRITION

(Last taught: W94) prereq high school chemistry and biology, 4 cr
Instructor: SLAVIN J

General Ed Req: (CLA: B) (CSOM: B)

Fundamental concepts; human nutritional requirements, function of nutrients, nature of deficiencies, vegetarianism, weight loss, fad diets, activity, obesity, cancer, heart disease, food processing, safety, world food problems. Text: Wardlaw & Insel "Perspectives in Nutrition", 1993. Performance objectives: As an outcome of didactic instruction, a computer project and assigned reading, the student will 1) identify the essential nutrients in the human diet; 2) understand changes in nutrient needs that occur during life cycle; 3) describe the major function(s) of each nutrient in the body and changes that occur with deficiency or excess; 4) identify common and concentrated food sources of each nutrient; 5) describe the physical and chemical changes that occur during digestion and absorption of nutrients; 6) distinguish among available dietary standards and their uses; 7) design a sound program of eating and defend this program in terms of nutrition concepts; 8) critically analyze popular writings and advertising concerning nutritional aspects of food.

ing concerning nutritional aspects of food.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 3 exams, 1 computer-assisted diet/activity analysis project, min. of 12 hr/wk additional time

Grade: 40% mid-quarter exam(s), 40% final exam, 20% special projects

Exam format: multiple choice

FSCN 3102 INTRODUCTION TO FOOD SCIENCE

(Last taught: F93) prereq Chem 1002 or Chem 1052, 4 cr
Instructor: WARTHESEN J !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

This course is an introduction to the composition and the chemical and physical properties of foods; interaction, reaction, and evaluation of foods due to formulation, processing and preparation. Student performance objectives: identify changes in food resulting from food preparation and processing procedures and explain these changes based on knowledge of reactions and interactions of the chemical constituents of the food product. Explain the function of major food ingredients in food systems. Evaluate the quality of food products using subjective quality standard characteristics and objective methods of analysis. Produce and understand differences in food quality resulting from variations in preparation and/or ingredients. Text: Food Science by H. Charley. Contact hours per week: 3 one hour classes and 2 two hour labs/week.

Class time: 25% lecture, 15% discussion, 60% laboratory

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 40% mid-quarter exam(s), 30% final exam, 5% written reports/papers, 10% quizzes, 10% lab work, 5% problem solving

Exam format: essay and short answer

FSCN 3400 FOOD COMMUNICATION TECHNIQUES

(Last taught: S93) prereq 3102, 3 cr

Instructor: ASP E

General Ed Req: none

Communication of information about new food products or recipes created in class to meet some aspect of consumer demand in the food marketplace. Projects selected by individuals and teams start at the proposal stage, continue through product/recipe development, and conclude with designing a marketing strategy for the new food product or new recipe. Includes planning and presenting creative oral product information sessions, demonstrations, and video taped TV commercials; written proposals, plans, and memos; and food photography.

Class time: 33% lecture, 11% closed-circuit TV, 11% discussion, 33% laboratory, 11% oral presentations

Grade: 33% written reports/papers, 25% in-class presentations, 25% lab work, 9% class participation, 9% problem solving

Exam format: The final exam is a written report summarizing team work on a final team project that the team works on together.

FSCN 3472 FOOD SELECTION PRINCIPLES

(Last taught: F93) prereq 4 cr in food sci, 4 cr

Instructor: ASP E

General Ed Req: none

Consumer trends in lifestyles, demographics, and food consumption and their influence on foods available in the food marketplace and on food selection are discussed. Roles of each segment of the food distribution system are examined in terms of their economic impact, functions, effect on the availability of food to consumers, and effect on retail food prices. Characteristics of foods available and principles of food selection within the major food categories are discussed and used by students in their assignments to explain variations found in food

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B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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availability, quality, nutrient content, and prices. Dietary recommendations and food guides are covered in terms of how they can be met by using foods available in retail food stores and in foodservice. Use of a computer-based nutrient calculation system is included in a project.

Class time: 70% lecture, 10% closed-circuit TV, 20% recitation/discussion

Workload: 3 exams, 1 project, 5-6 assignments, reading varies

Grade: 25% mid-quarter exam(s), 30% final exam, 15% special projects, 30% problem solving

Exam format: short answer, true/false, short essay, matching

FSCN 3610 COMMUNITY NUTRITION

(Last taught: S93) prereq 1612, 5 credits in anthropology or psychology or sociology, 3 cr

Instructor: DARLING M

General Ed Req: none

Intended for: undergraduate students majoring in dietetics, nutrition, home economics-interdepartmental, nursing, health education, and related fields. This course is an introduction to the goals of community food and nutrition programs including national, international, public and private programs; an overview of cultural food patterns and cross-cultural counseling; and the management of (assessing needs, planning, implementing, and evaluating) food and nutrition programs for groups of people.

Class time: 75% lecture, 25% discussion

Workload: 20 pages of reading per week, 2 exams, 1 major project; 3 short papers (250 words each)

Grade: 20% mid-quarter exam(s), 28% final exam, 12% written reports/papers, 40% special projects

Exam format: multiple choice, short essay

FSCN 3612 BIOLOGICAL ASPECTS OF NUTRITION

(Last taught: W94) prereq 1612, Chem 3302 or equiv, 4 cr

Instructor: SLAVIN J

General Ed Req: none

Biological aspects of nutrition including the influence of biological changes through the life cycle on nutrient requirements, nutritional needs as affected by exercise, digestion and absorption, energy balance and other nutrient balances. Objectives: 1) Describe how and why biological changes through the life cycle alter nutrient needs. 2) Characterize the major changes in nutrient utilization that occur with exercise. 3) Describe the digestion and absorption of the different nutrient classes and their regulation. 4) Identify the major relationships between nutrient balance, body composition and nutritional adequacy. 5) Describe the tools used to measure nutrient balances.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 30% final exam, 20% written reports/papers

Exam format: varies

FSCN 3662 INTRODUCTION TO THE CLINICAL PRACTICE OF DIETETICS

(Last taught: F93) prereq 12 cr in food science, nutrition, regis in coordinated prog in dietetics, 2 cr

Instructor: HANSON M

General Ed Req: none

Course Description: Introduction to the practice of dietetics in medical centers, extended care facilities, ambulatory care centers, community agencies, and food production facilities. Text and reference materials: Assigned readings from current literature; 'Merck Manual of Diagnosis and Therapy', most recent edition; Merck, Sharp and Dohm, Rahway, NJ; Zeman, F. 'Applications of Clinical Nutrition', Prentice Hall, 1988.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 2 exams, minimum of 6 hr/wk beyond scheduled class time

Grade: 33% mid-quarter exam(s), 67% final exam

Exam format: multiple choice, case study/essay

FSCN 3703 FIELD EXPERIENCE IN FOODSERVICE MANAGEMENT

(Last taught: W94) prereq regis in coordinated undergrad program in dietetics or #, 3 cr

Instructor: HANSON M

General Ed Req: none

Supervised foodservice management experience and nutrition education in a Child Nutrition Program. Registrants should be first year students in the Coordinated Program in Dietetics. Texts and reference materials include readings from current foodservice management and nutrition education literature.

Class time: 10% discussion, 90% supervised practice in a Child Nutrition Program

Workload: Proj. related to quantity food production and nutrition ed.;supp reading;min 9 hr/wk extra

Grade: 85% special projects, 15% clinical performance

FSCN 3730 QUANTITY FOOD PRODUCTION MANAGEMENT

(Last taught: W94) prereq 3102, 3472, 3 cr

Instructor: MULLAN L

General Ed Req: none

Laboratory course with focus on skills needed to manage a food service production unit. Students will be responsible for production of specific menu items in a university food service and have experiences in all aspects of production managements. Students will be required to provide clean lab coat and approved hair covering, work as assigned, taste and evaluate a wide variety of foods.

Class time: 15% discussion, 70% laboratory, 15% field trips

Workload: 50 pages of reading per week, 2 exams, 5 papers, 1 independent project

Grade: 10% final exam, 20% written reports/papers, 10% special projects, 40% lab work, 10% class participation, 10% problem solving

Exam format: Written short answer and problems. Oral final.

FSCN 3732 LECTURE IN QUANTITY FOOD PRODUCTION MANAGEMENT

(Last taught: W94) prereq 3102, 3472, 2 cr

Instructor: MULLAN L

General Ed Req: none

Lectures and discussion on operating a food service production/service system, menu planning and supervision, safety, sanitation, cost management, resource management. Students will be required to attend a food show for which admission is charged; taste and evaluate foods and complete a variety of out-of-class experiences.

Class time: 70% lecture, 20% discussion, 10% short case study excersizes

Workload: 50 pages of reading per week, 3 exams, 4 papers, attend the Upper Midwest Hospitality show for which there is an entrance fee.

Grade: 25% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 10% class participation, 10% problem solving

Exam format: Short answer and multiple choice

FSCN 5100 GENERAL SEMINAR

(Last taught: W94) prereq sr or #, 1 cr

Instructor: BASTIAN E

General Ed Req: none

Literature review and presentation of papers in selected areas of food science and nutrition. During the course, students give two oral presentations. One presentation is about 10 minutes, the other 15-20 minutes. Presentations are based on referred journal articles. Students learn the desirable features of oral technical presentation and evaluate both classroom and non-classroom presentations of others. Students prepare the longer presentation on a topic in a department faculty member's area of expertise with the help of that faculty member. Text is "Making Technical Presentations" by James Connolly (On reserve in the library).

Class time: 30% discussion, 70% oral presentation

Workload: 5 pages of reading per week, 2 oral presentations

Grade: 15% written reports/papers, 70% in-class presentations, 15% class participation

FSCN 5100 GENERAL SEMINAR

(Last taught: F92) prereq sr or #, 1 cr

Instructor: VICKERS

General Ed Req: none

Literature review and presentation of papers in selected areas of food science and nutrition. During the course students give two oral technical presentations. One presentation is to be about 10 minutes

in length, the other 15-20 minutes. Presentations are typically based on one or more referred journal articles. Students learn the desirable features of oral technical presentations and evaluate both classroom and non-classroom presentations of others. Students prepare the longer presentation on a topic in a department faculty member's area of expertise with the help of that faculty member. Text is 'Making Technical Presentations' by James Connolly.

Class time: 30% discussion, 70% oral presentations by students

Workload: 5 pages of reading per week, 2 oral presentations

Grade: 15% written reports/papers, 70% in-class presentations, 15% class participation

FSCN 5110 FOOD CHEMISTRY

(Last taught: S93) prereq 3102, BioC 3031 or Biol 5001, 4 cr

Instructor: CSALLANY A

General Ed Req: none

This course covers the identification of chemical structures and functional properties of food components in relationship to their roles as parts of complex biochemical systems, and as modified by various environmental and processing factors. Topics are: lipids and fats and their reactions. Free radicals, oxidative degradation and prevention. Protein structures, functionality, chemical and physical modifications. Carbohydrates such as sugars, starches, and other polymer carbohydrates, reactions, and breakdown. Water and fat soluble vitamins; chemistry, stability, and deterioration. Mineral occurrence, availability and losses during processing. Role of water in foods, the water molecule, structure of water and ice, basics of water-solute interactions, water activity and isotherms. Pigments found in foods such as myoglobin, hemoglobin, chlorophylls, anthocyanins, carotenoids, their structures, reactivity and breakdown. Colorants added to foods. Flavors, additives and naturally occurring undesirable compounds.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 3 exams

Grade: 40% final exam, 60% 2 50-minute exams

Exam format: essay

FSCN 5120 FOOD MICROBIOLOGY

(Last taught: W94) prereq 1102, 3112, VPB 3103 or MicB 5105 or #, 5 cr

Instructor(s): ZOTTOLA E, TATINI S

General Ed Req: none

The course is primarily for students majoring in food science: laboratory manual and course syllabus with lecture outlines, problem sets and study questions must be purchased by students. Lecture, discussion format used during scheduled class time. Significant amount of laboratory work required. Relationship of environment to occurrence, growth and survival of microorganisms in foods; methods of evaluation, mechanisms to control, genera and species of importance, control of foodborne pathogens and toxins. Enumeration of, isolation of and identification of microbes in foods.

Class time: 60% lecture, 10% discussion, 30% laboratory

Workload: 4 exams, 1 paper, lab book and lab reports, problem sets, reading varies

Grade: 24% mid-quarter exam(s), 12% final exam, 12% written reports/papers, 12% special projects, 5% in-class presentations, 15% lab work, 8% class participation, 12% problem solving

Exam format: combination usually short answer questions depends somewhat on class personality

FSCN 5312 INSTRUMENTAL ANALYSIS OF FOODS

(Last taught: F93) prereq 3112, 5110, 3 cr

Instructor: REINECCIUS G

General Ed Req: none

This course focuses on chromatographic and spectral methods as they are applied to food applications. Nearly half of the course is devoted to spectral methods - visible, UV, near infrared, NMR, etc. Chromatographic methods are limited to liquid/liquid extracts and solid phase extractions as well as gas and liquid chromatography. The laboratory is an extremely important part of the class (50% of grade). Lab books are required and they must be done well and professionally. Lectures are done in a traditional manner, although notes are handed out to the students.

Class time: 50% lecture, 50% laboratory

Workload: 3 exams, lab reports

Grade: 33% mid-quarter exam(s), 17% final exam, 30% written reports/papers, 20% quizzes

Exam format: essay and some math type

FSCN 5314 PHYSIOCHEMISTRY OF FOODS

(Last taught: W94) prereq 5110, 4 cr

Instructor: DAVIS E

General Ed Req: none

Characterization of crystalline systems, gels, emulsions, and foams; functionality of food macromolecules in these systems. Topics: surface and interfacial phenomena, food emulsions, foams, food gels, complex systems. Reference materials: "Food Chemistry" Fennema, 1985; "Food Emulsions" Friberg, 1976; "Food Emulsions" 2nd ed, Larsson and Friberg, 1990; "Dairy Chemistry and Physics" Walstra and Jenness, 1984; "Encyclopedia of Emulsion Technology" Vol. I, II, Becher, 1983; "Basic Principles of Colloid Science" Everett, 1988; "Colloids in Foods" Dickinson and Stainsby, 1982.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 4 exams

Grade: 50% mid-quarter exam(s), 50% final exam, 3 50 minute exams, 1 will be dropped; no make-up exams

Exam format: comprehensive: many forms such as short answer, essay, multiple choice, etc. Answers may require synthesis and integration of ideas.

FSCN 5360 SENSORY EVALUATION OF FOOD QUALITY

(Last taught: F93) prereq 3102, Stat 3012 or Stat 5021, 4 cr

Instructor: VICKERS Z

General Ed Req: none

Fundamentals of sensory perception. Test designs and methods used in studying sensory quality of foods. Much of the course focuses on basic sensory testing methods, their strengths and weaknesses, and methods for analyzing the data. There are about 6 laboratory sessions during which students participate in sensory tests. Students analyze the data from the entire class using statistical software on microcomputers, and prepare written laboratory reports. During the last part of the quarter students are assigned a problem and work in small groups to plan and conduct a sensory test to provide the needed information. The students prepare both a written and an oral report of their project. There is no text for this course, instead various book chapters, journal articles, etc. are made available.

Class time: 20% lecture, 50% discussion, 30% laboratory

Workload: 20 pages of reading per week, 2 exams, 7 papers, 1-2 hours of computer data analysis per week

Grade: 30% mid-quarter exam(s), 20% written reports/papers, 30% special projects, 10% lab work, 10% problem solving

Exam format: essay

FSCN 5474 FOOD MARKETING ECONOMICS

(Last taught: W94) §AgEc 5550; prereq AgEc 3101 or AgEc 3001 or Econ 3101 or #, 3-4 cr

Instructor(s): ASP E, SENAUER B

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

General Ed Req: none

This course is also offered as AgEc 5550. Students with backgrounds different from the course pre-requisite who wish to enroll are encouraged to contact the instructors. The course focuses on the economics of food marketing in the U.S. It covers food consumption trends, consumer food behavior, food expenditure and consumption data, consumer survey methodology, the food distribution and retailing system, and food policy issues related to food marketing. Students pursue individual and group projects. The course seeks to develop an ability to apply economic theory and socioeconomic concepts to the study of food marketing. It provides an understanding of and experience in the use of data collection and analytical methods used to study food consumption and marketing. It also helps the student integrate knowledge and concepts in economics and food science and nutrition. Four special projects account for 50% of the grade. They require written reports of about 5 pages and class presentations. The last project, for example, involves a debate of food and nutrition policy issues selected by the class.

Class time: 50% lecture, 25% discussion, 25%

Workload: 35 pages of reading per week, 2 exams, 4 papers

Grade: 50% mid-quarter exam(s), 50% 4 special projects (reports/papers and presentations)

Exam format: short essay answers

FSCN 5523 TECHNOLOGY OF FERMENTED DAIRY PRODUCTS

(Last taught: F93) prereq 5110, 5123, 4 cr

Instructor: BASTIAN E

General Ed Req: none

Applications of Dairy Chemistry and Physics to Cheesemaking processes will be emphasized. Microbiology in cheese systems also will be covered. Students should be able to describe ways of controlling flavor and physical properties of fermented products, recognize and correct product defects, calculate yields and common dairy problems, and write reports and papers in a scientific manner. Students should understand chemical, physical, and microbial interactions in fermented dairy products; an integrated approach.

Class time: 52% lecture, 15% discussion, 33% laboratory

Workload: 20 pages of reading per week, 3 exams, 2 papers, one special cheesemaking project

Grade: 25% mid-quarter exam(s), 30% final exam, 10% written reports/papers, 5% special projects, 30% lab work

Exam format: essay, multiple choice, calculations

FSCN 5530 INDUSTRIAL PROCESSING OF FRUITS AND VEGETABLES

(Last taught: F93) prereq 3136, 5110, 5120, 5135, 4 cr

Instructor: BREENE W

General Ed Req: none

Course covers industrial scale fruit & vegetable processing including fresh market items as well as controlled atmosphere storage, packaging, canning, freezing, pickling, dehydration, juice, jelly and jam production, chemical preservatives and more recent innovations as microwave energy use, irradiation, supercritical extraction, membrane techniques, etc. The chemistry of plant materials in general is the basis for understanding changes in fruit or vegetable composition during maturation and ripening, post harvest and during the various modes of processing. We cover textural and color quality evaluation and statistical quality control procedures. We have plant tours of fresh produce handling/wholesaling/precut salad operation, potato chip factory, frozen french fried potato plant, pickle and sauce factory and metal can manufacturing plant. Students required to prepare a "product" from fruits/vegetables and describe the process as a "hands-on" class project. Exams are open book take-home problem-solving.

Class time: 50% lecture, 10% closed-circuit TV, 10% discussion, 10% laboratory, 20% field trips

Workload: 30 pages of reading per week, 2 exams, 6 short quizzes, 3-4 homework exercises, 5 field trip reports, brief project report

Grade: 20% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 10% special projects, 20% quizzes

Exam format: quizzes are short answer-fill in the blank type; exams are essay type

FSCN 5562 FLAVOR TECHNOLOGY

(Last taught: W94) prereq 1102, 5110, 4 cr

Instructor: REINECCIUS G

General Ed Req: none

The course covers very broadly the chemistry and technology (focus on technology) employed in the food flavor industry. The laboratories associated with this class involve tasting, smelling and participation in the sensorial evaluation of foods. The class is relevant, applied and generally considered fun. Upon completion of the course, students should be able to: 1) explain the key metabolic routes leading to flavor formation in plants and animals; 2) describe how flavors are formed in some foods via food processing techniques; 3) recognize off-flavor defects in foods and propose ways of preventing them; 4) describe manufacturing procedures used to produce the common food flavoring materials; 5) properly apply flavors to various formulated food systems.

Class time: 50% lecture, 50% laboratory

Workload: 30 pages of reading per week, 3 exams, 5 lab reports

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

Exam format: essay, short answers

FSCN 5612 EXPERIMENTAL NUTRITION

(Last taught: S93) prereq 3612, ¶Biol 5001, 2 cr

Instructor: GALLAHER D

General Ed Req: none

This course provides a laboratory experience in chemical and biochemical methods of analysis of nutritional status. Students develop an understanding of the usefulness of various biochemical parameters in ascertaining nutritional status, become familiar with basic laboratory procedures and equipment, 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. It is intended primarily for upper division dietetics and nutrition science majors and beginning nutrition graduate students. Students must have taken or be taking a biochemistry course concurrently.

Class time: 20% lecture, 10% discussion, 70% laboratory

Workload: 30 pages of reading per week, 2 exams, weekly problem sets, laboratory reports

Grade: 20% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 25% problem solving

Exam format: multiple choice, short answer

FSCN 5620 NUTRITION AND METABOLISM

(Last taught: F93) prereq 3612 or #, Biol 5001 or BioC 3031, 5 cr

Instructor: BRADY L

General Ed Req: none

For FSCN 5620, the emphasis is exactly the same as FSCN 5622, but it is for undergraduates rather than graduates. The major differences in the two courses are in content rather than intent. Both aim to emphasize critical thinking, writing, and problem solving using nutrition as a backdrop. Both require some kind of Biochem and Physiology as prerequisites, although I am willing to make individual case decisions on preparation, especially for CBS students who might have a lot of Chemistry, Biology. FSCN 5620 is more superficial in that we cover carbohydrates, lipids, proteins, vitamins, and minerals. Instead of 5 papers to critically analyze, I provide the students with sets of data and specific questions to answer about the data. I use the text "Advanced Nutrition and Human Metabolism" by Hunt & Groff (West Publishing).

FSCN 5622 MACRO-NUTRIENT METABOLISM

(Last taught: F93) prereq 3612, Biol 5001, or BioC 3031, Phsl 3051, 4 cr

Instructor: BRADY L

General Ed Req: none

Intended for graduate students who have completed Biochem and Physiology. Function and metabolism of carbohydrates, lipids, and proteins in mammals. Critical thinking and problem solving and writing emphasized. Text: Harper's Biochemistry, also selected recent review are used.

Class time: 60% lecture, 40% discussion

Workload: 2 exams, 5 papers to read and analyze; pages reading per week variable

Grade: 50% final exam, 30% problem solving, 20% oral exam

Exam format: open ended take home papers and final - student must organize and write. This year I will add an oral exam.

FSCN 5623 VITAMIN AND MINERAL BIOCHEMISTRY

(Last taught: W94) prereq 3612, Biol 5001, Phsl 3051, 4 cr
Instructor: GALLAHER D

General Ed Req: none

This course examines the nutritional, biochemical, and physiological aspects of vitamins and essential minerals in humans and experimental animal models. Emphasis is placed on an understanding of the metabolic functions of the vitamins and minerals, but absorption, transport, storage, excretion, and toxicity are also considered. Deficiency signs are described and related to the biochemical alterations produced by the deficiency. Molecular aspects are considered whenever possible. The paper involves critical evaluation of some aspect of vitamin or mineral biochemistry. The course is intended for graduate students and undergraduate nutrition science courses. This course demands a good understanding of organic chemistry and biochemistry.

Class time: 90% lecture, 10% discussion

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: essay

FSCN 5624 HUMAN PROTEIN AND ENERGY UTILIZATION

(Last taught: S93) prereq 5622, 4 cr

Instructor: KURZER M

General Ed Req: none

This course is aimed primarily at nutrition graduate students and nutritional science undergraduates. It will cover regulation of protein and energy utilization, interactions between protein and energy, and adaptations to high and low levels of intake. Problems resulting from excess and deficient intakes will be discussed in an international context. We will critically evaluate methods of determining requirements and technical and ethical problems in human experimentation and determination of recommended levels of intake. Students must have taken FSCN 5622, or get the permission of the instructor.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: essay

FSCN 5642 FIELD EXPERIENCE IN COMMUNITY NUTRITION

(Last taught: S93) prereq course in human nutrition, #, 3-8 cr

Instructor: OLSON M !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Application of nutrition information to problems of health and welfare. Supervised practice in community agencies. Coordinated with FSCN 3610, Community Nutrition. Text: Satter, E. "Child of Mine", Bull, 1992. Assigned readings from current literature.

Class time: 10% discussion, 90% supervised practice in community agencies

Workload: 15 pages of reading per week, projects related to supervised practice in WIC, teen clinics, day care centers

Grade: 85% special projects, 15% clinical performance

FSCN 5643 WORLD FOOD PROBLEMS

(Last taught: F93) §AgEc 5790, Agro 5200, Soc 5675, LACS 5280; prereq sr or grad student, 3 cr

Instructor: BREENE W

General Ed Req: none

Dr. Willis Peterson is the coordinator of this course. In previous quarters, lectures have been presented by many different individuals,

mostly professors representing Agronomy, Agr/Appl Econ, Vet Medicine, Food Sci/Nutrition, Family Soc. Sci., Soils Dept. Two individuals from outside the University lectured, one representing an NGO working in Third World Countries, the other a former prof. in Vet Med/An Sci. We encouraged discussion and input from students. We used slides, overheads and handouts to supplement assigned and suggested readings. Homework assignments (four) were also used. The final class period was in the form of a panel discussion wherein the question "Commercializing Agriculture: Is the United Fruit model the answer to the hunger problem" was debated. The professors played the role of U.S. corporate VP's and the class played the role of the "parliament" of a fictitious third world country. Grades were based equally on a final exam and the homework.

Class time: 70% lecture, 30% discussion

Workload: Since this is a team teaching effort, please rely on coordinator Dr. Peterson to supply.

Grade: 50% final exam, 50% written reports/papers

Exam format: essay

FSCN 5664 FIELD EXPERIENCE IN CLINICAL NUTRITION

(Last taught: W94) prereq course in human nutrition, #, 4 cr

Instructor: HANSON M

General Ed Req: none

Prereq. FSCN 5665, 5662 or demonstrated equivalent. Application of nutrition information to solution of problems related to diabetes mellitus, cardiovascular and respiratory disease and obesity; assigned readings, discussion and supervised practice in clinical sites. In addition to listed prerequisite, should be second year student enrolled in the Coordinated program in Dietetics. Texts and reference materials include: assigned readings from current scientific literature; National Research Council, Recommended Dietary Allowances, National Academic Press, 1989; Weinsier, R1, Heimbarger, D, and Butterworth, C., Handbook of Clinical Nutrition, Mosby, St. Louis, 1989; Zeman, F., Clinical Nutrition and Dietetics, Macmillan, Riverside, NJ, 1990.

Class time: 10% discussion, 90% supervised practice in health care facility

Workload: prep of patient care plans, projects, supp reading; min 9 hr/wk beyond supv practice time

Grade: 85% written reports/papers, 15% clinical performance

FSCN 5665 APPLIED CLINICAL NUTRITION I

(Last taught: F93) prereq Biol 5001, Phsl 3051 or 1002, LaMP 5177 or ¶, 3 cr

Instructor: HANSON M

General Ed Req: none

Course Description: Nutritional assessment and support; fluid and electrolyte balance; diet drug interactions. Nutritional intervention in disorders of the gastrointestinal system and in cancer. Text and reference materials: Assigned readings from current scientific literature; Zeman, F., 'Clinical Nutrition and Dietetics', Macmillan, 1990.

Class time: 95% lecture, 5% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper, minimum of 9 hr/wk beyond scheduled class time

Grade: 25% mid-quarter exam(s), 41% final exam, 17% written reports/papers, 17% quizzes

Exam format: multiple choice, case study

FSCN 5666 APPLIED CLINICAL NUTRITION II

(Last taught: W94) prereq 5665, 5662 or ¶5662, 3 cr

Instructor: HANSON M

General Ed Req: none

Prereq. FSCN 5665, 5662 or demonstrated equivalent. Pathology,

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
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treatment and nutritional therapy for diseases of the cardiovascular, respiratory, and endocrine system; nutrition intervention in obesity. Text and reference materials: assigned readings from current scientific literature; Zeman, F., "Clinical Nutrition and Dietetics," Macmillan, 1990.

Class time: 95% lecture, 5% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper, 9 hr/wk beyond scheduled class time

Grade: 33% mid-quarter exam(s), 33% final exam, 17% written reports/papers, 17% quizzes

Exam format: multiple choice, case study

FSCN 5667 APPLIED CLINICAL NUTRITION III

(Last taught: S93) prereq 5666, 3 cr

Instructor: HANSON M

General Ed Req: none

Pathology, treatment and nutrition therapy for diseases of the urinary tract, inborn errors of metabolism, and allergies. Nutritional considerations in eating disorders and neurological, muscular and skeletal disorders. Special nutritional considerations in the care of pediatric patients. Text: Zeman, F., "Clinical Nutrition and Dietetics", MacMillan, 1990; Hendricks, K. and Walker, W., "Pediatric Nutrition", Decker Inc, 1990; Assigned readings from current scientific literature.

Class time: 85% lecture, 5% discussion, 10% student presentations

Workload: 50 pages of reading per week, 2 exams, 1 oral presentation, 7 quizzes, 9 hrs/wk beyond scheduled class time

Grade: 33% mid-quarter exam(s), 33% final exam, 17% quizzes, 17% in-class presentations

Exam format: multiple choice, case study

FSCN 5705 FIELD EXPERIENCE IN FOODSERVICE MANAGEMENT

(Last taught: W94) prereq regis in coordinated undergrad prog in dietetics or #, 3 cr

Instructor: SCHAUAMANN J

General Ed Req: none

Application of principles of fieldservice management of problems in community, commercial or health care facilities. Text: Spears, Marian, "Food Service Organizations: A Managerial and Systems Approach", MacMillan, 1990. Performance Objectives: Meet the American Dietetic Association Performance Requirements.

Class time: 10% discussion, 90% supervised practice in health care facility

Workload: 10 pages of reading per week, contract for minimum of 8 written reports/assignments

Grade: 50% written reports/papers, 50% problem solving

FSCN 5732 PRINCIPLES OF FOODSERVICE ORGANIZATION AND MANAGEMENT

(Last taught: W94) prereq sr, 3732, Mgmt 3001, regis in coordinated undergrad program in dietetics, 4 cr

Instructor: MULLAN L

General Ed Req: none

Lectures and discussion on personnel, financial, and marketing management.

Class time: 60% lecture, 20% discussion, 20% Case studies and problem sets

Workload: 50 pages of reading per week, 2 exams, 4 papers, 2 case studies

Grade: 25% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 10% class participation, 16% problem solving

Exam format: Short answer, problems, multiple choice.

FSCN 5750 PRINCIPLES OF FOODSERVICE MANAGEMENT

(Last taught: S93) prereq 3730 or 3732, Mgmt 3001, 4 cr

Instructor: MULLAN L

General Ed Req: none

Lectures and discussion on personnel, financial and marketing management case studies used.

Class time: 50% lecture, 25% discussion, 25% case studies; field problems

Workload: 100 pages of reading per week, 2 exams, 4 papers, 2 case study components

Grade: 25% mid-quarter exam(s), 30% final exam, 15% written

reports/papers, 10% class participation, 20% problem solving
Exam format: short answer, problem solving, multiple choice

FOREST RESOURCES

FR 5250 ROLE OF RENEWABLE NATURAL RESOURCES IN DEVELOPING COUNTRIES

(Last taught: S93) §FR 3250, FR 5250, 2 cr

Instructor: GREGERSEN H

General Ed Req: none

An international perspective on environmental, social and economic issues associated with renewable natural resource use and misuse in developing countries. Issues covered include: deforestation in the tropics, the fuelwood crises in developing countries, watershed management and protection of investment in the Green Revolution, agroforestry, the role of women in sustainable development projects, and case studies from various countries. Course is team taught by persons with experience in numerous developing countries on all continents. For more information, contact Prof. Hans Gregersen (624-6298, Green Hall 301d) or Prof. Dietmar Rose (624-9711, Green Hall 301H) in the College of Natural Resources. Text: As a required linking text, we use "People and Trees: The Role of Social Forestry in Sustainable Development", a 1989 publication of the Economic Development Institute of the World Bank. This is a survey document that covers aspects of nearly all topics covered in the course. In addition, some specific readings (articles, etc.) will be assigned for specific sessions.

Workload: 30 pages of reading per week, 1 exam

Exam format: essay

FRENCH

FREN 1101 BEGINNING FRENCH

(Last taught: W94) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

First of a group of three courses (Fren 1101, 1102, 1103) designed to develop basic communicative proficiency in French in speaking, listening, reading, and writing, and to familiarize students with the cultures of the French-speaking world. Students work on listening, reading, writing, and grammar primarily outside of class. Some class time is spent on reading, writing, and grammar, but the primary focus of in-class work is on developing speaking and listening skills through whole-group and small-group interactive communicative activities.

Workload: 20 pages of reading per week, 4 exams, 4 speaking tests, 10 listening quizzes, 5 short compositions, daily exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 17% written reports/papers, 23% quizzes, 10% other assignments and/or participation

Exam format: varies

FREN 1102 BEGINNING FRENCH

(Last taught: W94) prereq 1101 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

For a full description see Fren 1101.

Workload: 20 pages of reading per week, 4 exams, 4 speaking tests, 10 listening quizzes, 5 short compositions, daily exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 17% written reports/papers, 23% quizzes, 10% other assignments and/or participation

Exam format: varies

FREN 1103 BEGINNING FRENCH

(Last taught: W94) prereq 1102 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

For a full description see Fren 1101.

Workload: 20 pages of reading per week, 4 exams, 4 speaking tests, 10 listening quizzes, 5 short compositions, daily exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 17% written reports/papers, 23% quizzes, 10% other assignments and/or participation

Exam format: varies

FREN 1104 INTERMEDIATE FRENCH

(Last taught: W94) prereq 1103 or Entrance Proficiency Test, 5 cr

Instructor: STAFF

General Ed Req: none

First of a group of three courses (Fren 1104, 1105, 1106) designed to further develop communicative proficiency in French in speaking, listening, reading, and writing, and to familiarize students with the cultures of the French-speaking world. Basic grammar is reviewed and expanded upon. Readings include a variety of types of texts, from magazine articles to literary works representing many francophone cultures. Class time focuses on group discussions of readings, and interactive communicative speaking activities.

Workload: 20 pages of reading per week, 3 exams, 2 papers, 4 speaking tests, written daily assignments and a journal

Grade: 27% mid-quarter exam(s), 22% final exam, 23% written reports/papers, 15% quizzes, 13% daily assignments and/or participation

Exam format: varies

FREN 1105 INTERMEDIATE FRENCH

(Last taught: W94) prereq 1104 or Entrance Proficiency Test, 5 cr

Instructor: STAFF

General Ed Req: none

For a full description see Fren 1104.

Workload: 20 pages of reading per week, 3 exams, 2 papers, 4 speaking tests, written daily assignments and a journal

Grade: 27% mid-quarter exam(s), 22% final exam, 23% written reports/papers, 15% quizzes, 13% daily assignments and/or participation

Exam format: varies

FREN 1106 INTERMEDIATE FRENCH

(Last taught: W94) prereq 1105 or Entrance Proficiency Test; end-of-qr proficiency test will be required, 5 cr

Instructor: STAFF

General Ed Req: none

For a full description see Fren 1104. In addition, all students enrolled in 1106 are required to take and pass the Graduation Proficiency Tests in reading, writing, listening and speaking. No student will receive a grade in the course until this requirement is completed.

Workload: 20 pages of reading per week, 3 exams, 2 papers, 4 speaking tests, written daily assignments and a journal

Grade: 27% mid-quarter exam(s), 22% final exam, 23% written reports/papers, 15% quizzes, 13% daily assignments and/or participation

Exam format: varies

FREN 3014 FRENCH PHONETICS

(Last taught: F93) prereq 1106, 4 cr

Instructor: WIELAND M

General Ed Req: none

Objectives: 1) practical - perfecting pronunciation in French; 2) theoretical - comparing French and American pronunciation, learning spelling, sound correspondence, phonetic transcription. The course is conducted exclusively in French. Pre-req. is 1106 French.

Class time: 20% discussion, 80% doing pronunciation exercises

Workload: 15 pages of reading per week, 9 exams, oral (taped) assignments and 2 oral exams

Grade: 10% mid-quarter exam(s), 35% final exam, 35% quizzes, 20% taped oral exercises; final is 20% oral and 15% written

Exam format: short answer, some objective

FREN 3015 FRENCH COMPOSITION AND CONVERSATION

(Last taught: F-2) prereq 1106, 4 cr

Instructor: BARNES B

General Ed Req: none

This course is currently being revised by the Department, so its content and format are not yet finalized. It will focus, however, on a review of grammar and the development of writing skills. (Fren 3015 and 3016 will form a two-quarter sequence with the same objectives). For writing, students will work with the text entitled "Alineas." Some reading assignments as well, with a view toward developing critical and analytical reading abilities. Several short writing assignments, with opportunity for re-writing. These courses (3015-3016) aim to provide a consolidation of students' grammatical knowledge and to prepare students for courses in French literature and civilization.

Class time: 100% discussion

Workload: 5 papers, reading at least 1 chpt. grammar text; frequent grammar quizzes; 3-5 short papers

Exam format: short answer, translation, essay

FREN 3015 FRENCH COMPOSITION AND CONVERSATION

(Last taught: F92) prereq 1106, 4 cr

Instructor: BREWER M

General Ed Req: none

The course places major emphasis on styles of writing and expression in French, the reading of short stories and discussion, and a review of French grammar.

Class time: 10% lecture, 70% discussion, 20% exercises in grammar review

Workload: 2 exams, 4 papers, exercises

Grade: 15% mid-quarter exam(s), 15% final exam, 60% written reports/papers, 10% class participation

FREN 3015 FRENCH COMPOSITION AND CONVERSATION

(Last taught: W94) prereq 1106, 4 cr

Instructor: STAFF

General Ed Req: none

Sections of 3015 are taught by various department staff, including faculty and advanced graduate students. Course requirements are approximately the same for all sections, with some variations according to the instructor. Both 3015 and 3016 together focus on grammatical accuracy and the articulation and organization of ideas, particularly in writing. The course also seeks to develop skills in reading and textual analysis, as well as to enrich active vocabulary and idiomatic usage. Though some speaking practice is included, please note that 3015 no longer focuses on conversation skills. Current textbooks are "French for Oral and Written Review" (grammar textbook, in English) and "Alineas" (examples and description of various types of written texts). Students do grammar exercises independently, using instructor-provided answer keys. Regular writing assignments, which usually involve at least one rewriting. Tests include verb conjugations, all tenses.

Class time: 100% discussion

Workload: 40 pages of reading per week, 6 exams, 5 papers

Grade: 20% final exam, 50% written reports/papers, 30% quizzes, 70% class participation, may vary

Exam format: short answer, essay

FREN 3016 ADVANCED FRENCH COMPOSITION AND CONVERSATION

(Last taught: W94) prereq 3015 or #, 4 cr

Instructor: PRECKSHOT J

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

General Ed Req: none

The purpose of this course is to develop writing and communication skills in French. To that end, there will be significant grammar review, study of new vocabulary and work in stylistics. Conversation pauses will focus on topics of current events and the novel we will also read, Mehdi Charef's portrait of troubled working-class adolescents of foreign heritage. Books ordered for the course are the following: St. Onge and Albet, "Alineas: L'Art d'Ecrire", Carlut/Meiden, "French for Oral and Written Review," Charef, "Le Harem d'Archi Ahmed".
Class time: 25% lecture, 40% discussion, 35% video and classroom exercises

Workload: 40 pages of reading per week, 3 exams, 5 papers, may be oral presentation

Grade: will be available to students on first day of class

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

FREN 3016 ADVANCED FRENCH COMPOSITION AND CONVERSATION

(Last taught: F92) prereq 3015 or #, 4 cr

Instructor: SIVERT E

General Ed Req: none

Builds on French 3015, with emphasis on aspects of expression and writing. Readings and discussions with attention to different cultural contexts. There is some grammar review in class, but most grammar work is done by the students outside of class and is self-corrected. Class time is spent using the grammar studied in varied kinds of exercises; discussions with the whole class; small group discussions; and writing. The course aims to review and refine grammar; develop advanced reading skills, develop writing skills, (including complex sentence structures, use of literary tenses, adverbs of time and place, subjunctive, etc.); increase students' active vocabulary; develop students' ability to discourse on texts in a sophisticated manner. In addition to the grammar review book students will be expected to purchase an additional file of grammar explanations and exercises and a series of stories or articles. Further materials will be provided by the instructor.

Class time: 10% lecture, 80% discussion

Workload: 30 pages of reading per week, 3 exams, 4 papers

Grade: 40% written reports/papers, 35% quizzes, 10% class participation, 15% group work

Exam format: fill in blanks, translations, essay

FREN 3016 ADVANCED FRENCH COMPOSITION AND CONVERSATION

(Last taught: W94) prereq 3015 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Sections of 3016 are taught by various Department staff, including faculty and advanced graduate students. Course requirements are approximately the same for all sections, though some variation will occur with each instructor, especially with respect to reading assignments. 3016 is the second half of the two-quarter sequence, 3015-3016, which focusses on grammatical accuracy and the articulation and organization of ideas in written expression. The course also seeks to develop skills in reading and textual analysis, as well as to enrich active vocabulary and idiomatic usage. Current textbooks are "French for Oral and Written Review" (grammar textbook, in English) and "Alineas" (examples and description of various types of written texts). Instructors may assign other additional readings. Students do grammar exercises independently, using instructor-provided answer keys. Regular writing assignments, which usually involve at least one rewriting.

Class time: 100% discussion

Workload: 30 pages of reading per week, 6 exams, 5 papers, may vary with instructor

Grade: 20% final exam, 50% written reports/papers, 25% quizzes, 10% class participation

Exam format: short answer, essay

FREN 3101 INTRODUCTION TO FRENCH LITERARY TEXTS: POETRY

(Last taught: W94) prereq 3016 or equiv, 4 cr

Instructor: SIVERT E

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Approaches to literary analysis and techniques examined through critical reading. Aims beyond, but focuses on, poetry. The course is

a general introduction to literature and should be taken before taking any other literature courses in the French Department. The course begins with a study of versification, then moves to reading and analysis of poetry. We will be reading a wide variety of poets from the middle ages to the twentieth century. Students will learn literary terminology and the uses of such terminology in critical writing. Class time will be spent reading and analyzing poems and discussing literary interpretation. Depending on class size students may be asked to present a critical reading of a poem to the class. Class discussions will sometimes involve the entire class, sometimes be carried out in small groups.

Class time: 20% lecture, 80% discussion

Workload: 30 pages of reading per week, 2 exams, 4 papers

Grade: 15% mid-quarter exam(s), 15% final exam, 50% written reports/papers, 20% class participation

Exam format: short essay

FREN 3103 FRENCH LITERARY TEXTS: NOVEL

(Last taught: W94) prereq 3101 or above, 4 cr

Instructor: BREWER D

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course is designed to provide an introduction to the analysis of literary texts. Specific methods and techniques of critical reading will be discussed. Texts will be chosen from major novels and short stories of the 19th and 20th century.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 2 exams, 3 papers

Grade: 20% mid-quarter exam(s), 25% final exam, 45% written reports/papers, 10% class participation

Exam format: essay

FREN 3103 FRENCH LITERARY TEXTS: NOVEL

(Last taught: F93) prereq 3101 or above, 4 cr

Instructor: BREWER M

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course follows French 3101 and is an introduction to literary analysis through the critical reading of selected works in the novel genre. Works will be treated through textual analyses that bring into focus questions of social, historical, and cultural representation. Class time is devoted to discussion of general and particular issues of analysis and to exchanges based on students' readings and ideas. The course is writing-intensive and focused on the organization and presentation of analysis and argument.

Class time: 100% mixture of lecture, discussion, group discussion, short presentations

Workload: 60 pages of reading per week

Grade: 15% mid-quarter exam(s), 15% final exam, 55% written reports/papers, 15% class participation

Exam format: essay

FREN 3103 FRENCH LITERARY TEXTS: NOVEL

(Last taught: S93) prereq 3101 or above, 4 cr

Instructor: KNUTSON A

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course will teach methods of literary criticism and analysis of narrative voice, setting, characterization, plot, and theme as we read and discuss selected passages of 4 novels. (Students will read the novels in their entirety and prepare to discuss selected passages in class.) In this section, all the novels studied were written by women: Mme de LaFayette, Georges Sand, Andree Chedid and Leila Sebbar. The latter two authors are francophone women from North Africa. Students will write 4 short papers, one on each novel, and take an essay final exam.

Class time: 25% lecture, 75% discussion

Workload: 100 pages of reading per week, 1 exam, 4 papers

Grade: 25% final exam, 60% written reports/papers, 15% class participation

Exam format: essay

FREN 3219 TOPICS IN 16TH-CENTURY FRENCH LITERATURE

(Last taught: W94) prereq 3101, 3103, 4 cr

Instructor: CONLEY T

General Ed Req: none

This course will study relations of politics, plastic arts, and literature of sixteenth century France. It will begin with readings of incunabular

literature (Villon, Molinet, "la nouvelle"), then take up Humanism (Marot and Rabelais) before engaging poetry at the Valois court (Du Bellay, Ronsard). The last third of the class will study Montaigne and Baroque poetry (D'Aubigne, Sponde, etc.) in light of the Wars of Religion. Readings in class will be elective and intense, seen as functions architectural and visual programs.

Workload: 75 pages of reading per week, three 7-10 page papers

FREN 3289 TOPICS IN 20TH-CENTURY FRENCH LITERATURE

(Last taught: F93) prereq 3101, 3103, 4 cr

Instructor: BREWER M

General Ed Req: none

Focuses on 20th-century French and Francophone fiction, the course will address questions of subjectivity and alterity in the context of contemporary reflections on discourse and reading. These questions will be related to issues of ethics between individuals as well as between them and the "natural" world. Readings will include fictional works by Colette, Andre Gide, Marguerite Duras, and Andree Chedid.

Class time: 50% lecture, 50% discussion

Workload: 150 pages of reading per week, 2 exams, 2 papers

Grade: 15% mid-quarter exam(s), 15% final exam, 60% written reports/papers, 10% class participation

Exam format: essay

FREN 3290 TOPICS IN FRENCH LITERATURE

(Last taught: W93) prereq 3101, 3103, 4 cr

Instructor: PRECKSHOT J

General Ed Req: none

This course introduces texts by French West African writers which illustrate the social, psychic, ethical and political dilemmas West African peoples have faced, from the colonial period, through the initial phases of Independence, to the present. We will also examine the ways in which African influence, namely that of the folktales, inform our reading of novels, which are ostensibly constructed according to Western literary models. The texts ordered for the course are the following: Ferdinand Oyono, "Une vie de Boy", Cheik Hamidou Kane "L'Aventure Ambigue", Ahmadou Kourouma, "Les Soleils des Independences", Aminat aSow-Fall, "Ex-Pere de la Nation".

Class time: 40% lecture, 50% discussion, 10% videos

Workload: 90 pages of reading per week, 2 exams, 2 papers

Grade: information will be given to students in first day of class

Exam format: essay

FREN 3512 FRENCH CIVILIZATION AND CULTURE

(Last taught: W94) prereq 3015, 4 cr

Instructor: BREWER D

General Ed Req: none

The second of a three-part sequence of course focussing on French culture and civilization, this course treats the period of the 17th and 18th century. Including the reign of Louis XIV and the courtly society of Versailles, the age of Enlightenment, and the French Revolution, the marks the end of one France (that of the Ancient Regime) and the beginnings of another (modern democratic, bourgeois, republican France). To analyze historical, social, and cultural transformations of the period, we shall make use of high culture literary texts, art and architecture, as well as studies of popular culture.

Class time: 60% lecture, 40% discussion

Workload: 75 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 15% in-class presentations, 10% class participation

Exam format: essay

FREN 3513 FRENCH CIVILIZATION AND CULTURE

(Last taught: S93) prereq 3015, 4 cr

Instructor: CONLEY T

General Ed Req: none

This course deals with currents that have determined 19th and 20th century France. It will take up industrial and political revolutions after 1789; the impact of science and ideology in the early 20th century; world wars; redefinitions of "the work of civilization in the age of mechanical reproduction"; psychoanalysis, anti-psychiatry, and decolonization. The course will sketch out the main lines of French history over the past two centuries before taking up various theories of culture in modern France: Braudel, "L'identite de la France"; Virilio, "L'esthetique de la disparition"; Mauss, "Essai sur le 'don'"; Leiris, 'Civilisation' (in "Brisees"); Malraux, "Les voix du silence"; Faure, "L'esprit des formes"; Bataille, "L'experience interieure"; Guattari, "Les trois ecologies" and "Cartographies schizoanalytiques"; Deleuze & Guattari, "Quest-ce que la philosophie?"; Reda Bensmaia, "L'annee des passages". Viewings of cinema will be frequent.

Class time: 35% lecture, 35% discussion, 35% viewings

Workload: 75 pages of reading per week, 3 papers, readings in French

Grade: 60% written reports/papers, 20% class participation

Exam format: take-home essays based on questions distributed in advance

FREN 3701 THE DEVELOPMENT OF THE FRENCH LANGUAGE

(Last taught: F93) prereq 3015 or #, 4 cr

Instructor: WIELAND M

General Ed Req: (CLA: A) (CBS: GE)

In this course, students will study the linguistic development of the French language from Latin to modern French. Both internal factors affecting development (e.g., simplification within the language) and external factors affecting development (e.g., historical and social phenomena) will be examined in order to give students an idea of how the French language came to be what it is today.

Class time: 10% lecture, 90% discussion

Workload: 50 pages of reading per week, 3 exams, 5 unannounced quizzes on reading assignments

Grade: 40% mid-quarter exam(s), 30% final exam, 10% quizzes, 20% class participation

Exam format: multiple choice, essay, and short answer

FREN 5105 TOPICS IN CRITICISM

(Last taught: F93) prereq 3209 or above, 4 cr

Instructor: BREWER D

General Ed Req: none

This course will examine several of the most influential representatives of French critical thought of the last quarter century. Our sampling will be interdisciplinary in nature, drawing upon figures working in - and crossing the boundaries of - disciplines such as literary theory, psychoanalysis, political theory, philosophy, feminism, and history. While attempting to situate various texts in specific intellectual traditions and historical contexts, we will be concerned to analyze the strengths and limits of particular critical models and paradigms. As a final exam, each student will write a longish essay that presents, comments, and/or applies a particular critical model or paradigm to a selected object (such as a literary text, but possibly also a specific historical event or cultural phenomenon).

Class time: 60% lecture, 25% discussion, 15% oral presentation

Workload: 50 pages of reading per week, 1 exam, 2 short analytical resumes, weekly reading journal

Exam format: essay

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

FREN 5105 TOPICS IN CRITICISM

(Last taught: W93) prereq 3209 or above, 4 cr

Instructor: BREWER M

General Ed Req: none

The course introduces students to current issues in literary and critical theory. It is designed to address questions of culture and reading in postmodern theories. Discussion will involve structuralist narrative poetics, post-structuralist, feminist, and post-colonial discourses. Readings will include Roland Barthes, Jacques Derrida, Helene Cixous, Luce Irigaray, and M. aM. Ngal. All readings in French, except Terry Eagleton. Open to graduate and undergraduate students. Papers and examinations.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week

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

Exam format: essay

FREN 5105 TOPICS IN CRITICISM

(Last taught: S93) prereq 3209 or above, 4 cr

Instructor: REEVE K

General Ed Req: none

This course is designed to introduce students to issues in literary and critical theory. The issue of focus this quarter will be the intersection of genre and gender as viewed through a history of notions of the hero. We will begin with a survey of critical writings from Plato to post-1968 French feminists (Cixous, Irigaray) and continue by practicing active critical readings of five classic or "canonical" French texts (Erec et Enide, Le Cid, Rene, Carmen, L'Immoraliste). Some readings in English. Open to graduate and undergraduate students. Papers, examinations, oral presentations.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week, 1 exam, 1 paper, short reports and discussions

Grade: 30% mid-quarter exam(s), 30% final exam, 40% in-class presentations

FREN 5207 OLD FRENCH

(Last taught: F92) prereq 3209 or above, 4 cr

Instructor: AKEHURST F

General Ed Req: none

The course is designed to enable students to read and understand Old French (the precursor of Modern French, and the language spoken and written in northern France in approximately the 10th through the 13th centuries). In addition to mastering the information in the text (William Kibler's Introduction to Old French) and a few supplementary readings, students will be expected to translate assigned passages from Old French into Modern French, and to discuss the vocabulary and grammatical constructions in the texts. Several written assignments and the final examination will test the students' ability to perform these tasks. The course is basically synchronic, but questions of diachrony will occasionally be raised. The course is strongly recommended for students seeking a doctorate in French. Undergraduates may expect to find the course extremely challenging.

Class time: 20% lecture, 80% discussion

Workload: 20 pages of reading per week, 1 exam, translations (possibly 4)

Grade: 60% final exam, 40% written reports/papers

Exam format: translation and commentary

FREN 5219 HUMANISM AND ITALIANISM IN THE LITERATURE OF THE 16TH CENTURY

(Last taught: S93) §FrIt 5219, Ital 5219; prereq 3209 or above, 4 cr

Instructor: NOAKES S

General Ed Req: none

The focus of the course will be issues of class, gender, and imperialism in Marquerite de Navarre's "Heptomeron". The course is designed to enable students to develop new analyses of selected tales from this collection by helping them to locate it within the discourses of conquest and domination (of the Americas by Europe, of France by Spain, of the laity by the Church, of women by men, of servants by masters, etc.) prevalent in France in the first half of the sixteenth century. Secondary attention will also be given to intersections with discourses of self-display, including both its celebration and its regulation (in such areas as clothing, appearance, learning, rhetoric, "manners," piety, "connections," property). Students will acquire

some familiarity with the political, social and economic history of the period. Comparison and contrast of "Heptomeron" stories and related tales from the (earlier) period of the Hundred Years' War will be encouraged; students with training in Italian will also be encouraged to compare tales from the "Heptomeron" to related tales from Boccaccio's "Decameron", which plays a role in quite different economic and social crises. Primary readings in French.

Class time: 50% lecture, 50% discussion

Workload: 70 pages of reading per week, library work throughout the quarter

Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

FREN 5289 TOPICS IN AFRICAN LITERATURE

(Last taught: W94) prereq 3209 or above, 4 cr

Instructor: PRECKSHOT J

General Ed Req: none

This course will examine multi-faceted questions of identity (individual, national, ethnic, cultural or gendered) raised by francophone writers of African origin in prose works. The reading list includes representative texts from the colonial, pre-Independence period, as well as more recent "post-colonial" texts. The term "African" will be considered in its broad sense, encompassing not only the writing of African authors but that of the Afro-Caribbean novelist Maryse Conde, who examines the myth-reality of African roots, as well as the depiction of the African immigrant experience in the Metropole by expatriot Cameroonian writer Calixthe Beyala, who lives in France. Texts: Tahar Ben Jelloun, "L'Enfant de sable"; Maryse Conde, "En Attendant le bonheur" (Heremakonon); Cheikh Hamidou Kane, "L'Aventure ambigue"; Calixthe Beyala, "Le Petit Prince de Belleville". Plus one additional text (to be selected) and selected critical readings.

Workload: 130 pages of reading per week, 1 exam, 1 paper, 1 oral presentation; plus additional secondary readings

Exam format: essay

FREN 5701 STRUCTURE OF FRENCH: PHONOLOGY

(Last taught: W94) prereq 3014 or 3016 or #, 4 cr

Instructor: BARNES B

General Ed Req: none

Advanced study of French pronunciation/phonetics. Prerequisite: Fren 3014 and 3015 or permission of instructor. Course text: Tranel, 'The Sounds of French'. The text is a detailed treatment (in English) of all aspects of the sound system of French. Class lecture and discussion in French. Material is often very detailed and requires memorization of sometimes complex rules. This course is more theoretical than practical in its orientation; i.e. there are no practical exercises for the purpose of improving one's accent (see Fren 3014 for that). Regular homework assignments verifying mastery of readings, corrected in class. Some attention to regional variation in pronunciation. Especially recommended for students intending to teach French.

Class time: 40% lecture, 60% discussion

Workload: 25 pages of reading per week, 3 exams, about 10 homework assignments (practical exercises based on readings), 3 exams during qtr.

Grade: 75% mid-quarter exam(s), 25% problem solving

Exam format: short answer (in French) and practical exercises

FREN 5900 TOPICS IN FRENCH LITERATURE

(Last taught: W94) max 15 cr; prereq 3209 or above, 5 cr

Instructor: PAGANINI M

General Ed Req: none

The course analyzes novels and dramas by Jean Genet. We shall read, in French, "Le Balcon", "Les Bonnes", "Miracle de la rose", "Querelle de Brest", "Journal du voleur". We shall focus on the representation of crime, on the interaction between the court, defendants, police, prisoners. Close attention will be given to the importance of language as tool of communication, as instrument of power, as artistic production. Attention to violence, suffering and marginalization will be at the core of our research. Reference will be made to works by former prisoners (Knobelspiess, Livrozet, Goldman), to works by Foucault, and to articles and books on Genet (Savona, Bickel).

Workload: 50 pages of reading per week, 3 papers, papers: 3 shorter ones or 2 longer ones; readings in French, with in-depth analysis

FRENCH AND ITALIAN

FRIT 3604 CINEMAS OF THE REAL

(Last taught: W94) no prereq, 4 cr

Instructor: CONLEY T

General Ed Req: none

This course is an introduction to French, Italian, and American versions of realism in the classical years of cinema, 1929-1950. We shall undertake close analyses of Jean Vigo and Jean Renoir; Roberto Rossellini and Vittorio de Sica; variants of film noir (Robert Siodmak and Raoul Walsh). An art of viewing will be developed through a poetic of reading cinema. Class size permitting, additional stress will be placed on dialogue and discussion. Repeated viewings of films in and out of class (at Walter Learning Center and in local outlets) will be of utmost importance.

Workload: 50 pages of reading per week, 2 papers

Exam format: take-home essays written with at least 2 weeks lead time

GENETICS AND CELL BIOLOGY

GCB 3022 GENETICS

(Last taught: W94) §Biol 5003; prereq Biol 1009, non-biology maj, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B) (CSOM: B)

The goal of this course is to provide students with a firm understanding of the basic principles of genetics, including classical Mendelian genetics, population genetics, and molecular genetics. The course is usually taught using a basic genetics textbook such as "Principles of Genetics," 8th ed., by Gardner, Simmons, and Snustad. However, the textbook used is the choice of the Instructor and recruitment is currently in progress for an Instructor to teach this course.

Class time: 80% lecture, 20% discussion

Exam format: multiple choice and short essay; problem solving

GCB 3960 RESEARCH TOPICS

(Last taught: W94) prereq 15 cr biology, 1 cr

Instructor: JOHNSON R

General Ed Req: (CSOM: B)

This course is intended for undergraduate Genetics & Cell Biology majors. Each Monday a different member of the Genetics & Cell Biology faculty will present his/her research. Although we urge students to take the course as soon as feasible, students who have completed a course in Genetics and in Cell Biology get more from the lectures. The objectives of the course are to learn more about the types of current research being done in the field and to become acquainted with faculty members. To obtain an S, students must attend every week, and must turn in several "Critiques" of presentations. Each of these should be from one to three pages, typed, double spaced.

Class time: 90% lecture, 10% discussion

Workload: 4 papers

Grade: 100% written reports/papers, 100% attendance important

GCB 5024 THE GENETICS OF DEVELOPMENT

(Last taught: S93) prereq Biol 5003 or #, 4 cr

Instructor: HERMAN R

General Ed Req: (CSOM: B)

This course aims to show how the analysis of mutants—using the methods of cell and molecular biology—is contributing to our understanding of the mechanisms of animal development. A few lectures will be spent discussing some well-understood developmental decisions made by bacteriophage lambda and yeast, but most of the course

will be spent on the currently most popular model organisms for elucidating how genes direct metazoan development: the small free-living nematode 'Caenorhabditis elegans', the fruit fly 'Drosophila melanogaster', and the mouse. Worm and fly topics will include maternal effects and embryogenesis, developmental regulatory genes, cell lineage, cell-cell interactions, cell determination, postembryonic development, muscle development, neurogenetics, sex determination, and dosage compensation. Discussion of mouse developmental genetics will focus on techniques of mosaic analysis, transgenics, and the 'in vivo' generation of mutations in genes that have been cloned. Text used "Genetic Analysis of Animal Development" 2nd ed (1993) by Adam S. Wilkins. Other books, such as "The Making of a Fly" by Peter Lawrence, will be referred to, and numerous papers from the scientific literature will be cited.

Class time: 100% lecture

Workload: 50 pages of reading per week, 3 exams, graduate students must write a paper

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: problems, short essays

GCB 5033 POPULATION AND QUANTITATIVE GENETICS

(Last taught: S93) prereq 3022 or Biol 5003, course in biometry or statistics or #, 4 cr

Instructor: CURTSINGER J

General Ed Req: (CSOM: B)

This is a course primarily for first and second year graduate students in Ecology, Genetics, Animal Breeding, and Agronomy. It involves a lot of calculus level mathematics to address problems in microevolution. Upper class undergraduates are of course welcome to take the class if they have the prerequisites (genetics and calculus), but over the years very few undergraduates have registered. The class size is typically 40, but there have never been more than 3 undergraduates. The course is taught from Dr. Curtsinger's published notes and Falconer's "Introduction to Quantitative Genetics". There is at present no lab; the course consists entirely lecture, 4 hours per week.

Class time: 100% lecture

Workload: 100 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: essay, short answer, numerical problems, definition, multiple choice

GCB 5042 QUANTITATIVE GENETICS

(Last taught: F93) prereq 5033...Stat 5301 rec, 4 cr

Instructor: ENFIELD F

General Ed Req: (CSOM: B)

This course would be more appropriate with an 8000 level designator. It is intended for, and primarily taken by, graduate students in the plant and animal sciences and ecology. GCB 5033 (offered spring quarter) is a course more appropriate for advanced undergraduate students in the biological sciences and beginning graduate students.

Class time: 80% lecture, 20% discussion

Workload: 1 exam, 8 problem sets (considerable emphasis on problem solving)

Grade: 33% problem solving, 67% combined between mid-quarter and final exam - this course is offered S-N only.

Exam format: problem solving

GCB 5061 DEVELOPMENTAL BIOLOGY

(Last taught: W94) prereq Biol 3011 or 3111, 5004, 4 cr

Instructor: KERR N

General Ed Req: (CSOM: B)

The course is aimed at juniors, seniors, and beginning grad students in the life sciences. Most students have previously completed courses

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

in Animal Biology, Genetics, and Cell Biology. We consider the development of animals, beginning with the formation of gametes and ending with the formed animal body. (This includes animal embryology, as well as the control of differentiation of tissues and organs.) Topics: Cellular slime molds, drosophila life cycle, imaginal discs, transdetermination, the bithorax complex, cytoplasmic control, origin of germ cells, spermatogenesis, oogenesis, fertilization, cleavage (sea urchin, frog, mouse), determinative cleavage: molluscs and C.elegans, gastrulation in sea urchins, amphibians, fish, amniotes, neurulation, organ formation, embryonic induction, morphogenetic gradients(Hydra, Planaria)-midquarter exam here; cell sorting, cell adhesion, cell migration (neural crest, pathfinding in neurons), limb morphogenesis and regeneration, nuclear differentiation (cloning), genetic control of development (homeoboxes, Myo D), hormonal control, metamorphosis, senescence. Lecture notes distributed as are study guides. Text "Developmental Biology" 3rd ed, Gilbert. Lecture exams based on study guides are essay.

Class time: 80% lecture, 10% discussion, 10% films, videotapes
Workload: 40 pages of reading per week, 2 exams, 1 paper
Grade: 32% mid-quarter exam(s), 48% final exam, 20% written reports/papers
Exam format: essay

GCB 5114 GENERAL PHYSIOLOGY

(Last taught: F93) prereq Biol 3011, 5001, Phys 1109 or 1295, 3 cr
Instructor: GOLDSTEIN S
General Ed Req: (CSOM: B)

The first 3 weeks cover physical principles useful for physiology. The next several lectures cover membranes and transport in general. The next few weeks cover electrophysiology. The last couple weeks cover muscle.

Class time: 100% lecture
Workload: 15 pages of reading per week, 3 exams
Grade: 50% mid-quarter exam(s), 50% final exam
Exam format: open book, problem solving

GCB 5134 ENDOCRINOLOGY

(Last taught: S93) prereq Biol 3011, 5001 or #, 4 cr
Instructor: HERMAN W
General Ed Req: (CSOM: B)

The first month of this course deals with generalizations pertaining to the structure, function, biochemistry, mode of action, regulation, and evolution of animal systems producing hormones and related chemical regulators. The final weeks of the course concentrate on selected hormones found in mammals. A reasonable background in animal physiology, biochemistry, and cell biology, such as that provided by Biol 3011, Biol 5001, and Biol 5004, is highly desirable. Term papers are required of graduate students.

Class time: 100% lecture
Workload: 50 pages of reading per week, 3 exams
Grade: 50% mid-quarter exam(s), 50% final exam
Exam format: essay, multiple choice

GEO-ENGINEERING

GEOE 3700 HOW TO MODEL IT: BUILDING MODELS TO SOLVE ENGINEERING PROBLEMS

(Last taught: W94) prereq IT Honors or #, 4 cr
Instructor: SMITH K
General Ed Req: none

Building Models to Solve Engineering Problems will focus on problem formulation, design and construction of models, and drawing conclusions from modeling results. Students will work in small groups on a number of problems selected from various engineering contexts. Students will learn how to use computer-based modeling tools, including spreadsheets and equation solvers. The entire course will be problem-based; that is, the emphasis will be on formulating and solving problems. Numerous problems will be given to introduce and help students learn engineering and modeling concepts, including: identification of variables and parameters, solution estimation, levels of representation, Occam's razor, modeling resolution, importance of purpose and context, time dependence, bounds, lumped parameters, differences between deterministic and stochastic models, use of diagrams and schematics for formulation, solution, and explanation, identification and incorporation of constraints, role of optimi-

zation, model verification and sensitivity analysis, how to compare models, representing and exploring trade-offs, qualitative and quantitative models, algorithm, heuristics, trade-offs, best change, state-of-the-art, rule of thumb, order of magnitude.

Class time: 30% lecture, 30% discussion, 40% small group problems solving
Workload: 20 pages of reading per week, 1 paper, 5 group projects
Grade: 25% written reports/papers, 25% special projects, 50% problem solving

GEOE 5302 APPLIED ROCK MECHANICS

(Last taught: S93) prereq 5300, IT stu or grad IT maj, 4 cr
Instructor: LABUZ J
General Ed Req: none

The objective of this course is to introduce the student to engineering problems associated with building structure on, of, or within rock. Basic properties of intact rock and planes of weakness (joints) will be discussed in the classroom and investigated through laboratory experiments. Solid mechanics concepts will be reviewed briefly, but a basic course in strength of materials (or equivalent) is a prerequisite. Applications will include slope stability and foundations on rock.

Class time: 75% lecture, 10% discussion, 15% laboratory
Workload: 10 pages of reading per week, 2 exams, 1 paper
Grade: 35% mid-quarter exam(s), 35% final exam, 15% special projects, 15% problem solving
Exam format: problem solving in essay form

GEOE 5437 COMPUTER APPLICATIONS IN GEOLOGICAL ENGINEERING

(Last taught: W94) prereq CE 3020, Math 3221 or equiv or #, 4 cr
Instructor: VOLLER V
General Ed Req: none
See CE 5021.

GEOE 5700 SYSTEMS ANALYSIS FOR GEOLOGICAL ENGINEERS

(Last taught: W94) prereq IT upper division or grad, 4 cr
Instructor: SMITH K
General Ed Req: none

This course focusses on a broader "systems" approach to viewing problems with particular emphasis on the interactions among various perspectives—economic, technological, environmental, social, etc. The techniques of operations research—decision engineering, network analysis, simulation, linear programming, and expert systems—are used to represent systems, and especially to evaluate trade-offs. The entire course is problem-based, that is, the emphasis is on formulating and solving problems, and interpreting and evaluating the results. Computer-based tools (STORM 3.0, for example) are used. The instructional approach is a combination of lecture, discussion, experiential exercises, and small-group work.

Workload: 40 pages of reading per week, 2 exams, 2 papers, 4 small group projects
Exam format: problem solving

GEOGRAPHY

GEOG 1301 HUMAN GEOGRAPHY

(Last taught: F92) no prereq, 5 cr
Instructor: SCHWARTZBERG J
General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The course is divided into 8 parts: introduction, the world as a stage, humankind the actors, elements of culture, culture realms, the political partitioning of space, modes of economic organization, wither spaceship earth.

Class time: 60% lecture, 40% discussion, discussion is with TA's
Workload: 60 pages of reading per week, 2 exams, one take home quiz, map quiz, atlas quiz
Grade: 20% mid-quarter exam(s), 40% final exam, 30% special projects, 10% quizzes
Exam format: mid-quarter is entirely multiple-choice, final is 90% multiple-choice and 10% short essay, map quiz is putting places on a map, atlas quiz is problem solving using an atlas

GEOG 1401 PHYSICAL GEOGRAPHY

(Last taught: F93) no prereq, 5 cr

Instructor: BROWN D

General Ed Req: (CLA: B)

Course is intended to put human actions in an environmental context. The idea on an environmental literacy course seems to be to put humans and their actions in a context of other things. That context has several components, each of which has several dimensions that are relevant to their understanding. Physical Geography is organized around environmental change. To gain understanding of that, we examine how environmental systems work and interact to produce global and local patterns of various earth resources such as climate, land configurations, soils, and biological resources.

Class time: 60% lecture, 40% laboratory

Workload: 50 pages of reading per week, 7-8 short quizzes

Grade: 70% quizzes, 30% lab work

GEOG 1425 INTRODUCTION TO METEOROLOGY

(Last taught: F93) §Soil 1262, 4 cr

Instructor: BAKER D

General Ed Req: (CLA: B*)

This course is a joint offering by Geography Department and Soil Science Department. A pre-calculus introduction to nature of the atmosphere and its behavior including Atmospheric composition, structure, stability, and motion; cloud forming processes and classification; precipitation processes, air masses; fronts, cyclones and anticyclones; general weather patterns; meteorological instruments and observations; plotting and analysis of maps; forecasting. The objective is to know and understand the rudiments of weather observing and forecasting.

Class time: 60% lecture, 40% laboratory

Workload: 40 pages of reading per week, 2 exams, 1 lab assignment per week

Grade: 25% mid-quarter exam(s), 50% final exam, 25% lab work

Exam format: multiple choice; true/false; brief explanation (2-3 sentences usually sufficient)

GEOG 1425 INTRODUCTION TO METEOROLOGY

(Last taught: S93) §Soil 1262, 4 cr

Instructor: KLINK K

General Ed Req: (CLA: B*)

This course provides an introduction to the atmosphere and its behavior. Topics include atmospheric composition, structure, stability, and motion; precipitation processes, air masses, fronts, cyclones and anticyclones; general weather patterns; meteorological instruments and observations; map analysis; and forecasting. Text: "Meteorology Today", 4th edition, by C. Donald Ahrens.

Class time: 60% lecture, 40% laboratory

Workload: 30 pages of reading per week, 2 exams, 1-2 lab exercises per week

Grade: 33% mid-quarter exam(s), 66% final exam, final grade penalized for late lab work

Exam format: multiple choice, short answer

GEOG 1501 THE LANGUAGE OF MAPS

(Last taught: W94) §3311, 5 cr

Instructor: GERSMEHL P !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: A) (CBS: GE)

Per week: 2 lectures, 1 review/quiz, 2 laboratory. Guest lecturers tell how they use maps in real world - e.g. to plan store locations, fight mosquitoes, redistrict elections, hunt criminals, monitor wetlands, or whatever is lined up for a given quarter. Set of skill quizzes, exercises, and individual projects give students a way to show what they learn.

Class time: 33% lecture, 34% discussion, 33% projects

Workload: 25 pages of reading per week, 2 exams, 6 exercises

Grade: 12% mid-quarter exam(s), 12% final exam, 25% special projects, 25% quizzes, 22% lab work, 2% class participation

Exam format: multiple choice, essay and fill in blanks

GEOG 1973 GEOGRAPHY OF THE TWIN CITIES

(Last taught: W94) §3973, 4 cr

Instructor: ADAMS J

General Ed Req: none

This course is an introductory survey of the historical and contemporary geography of the Twin Cities area. The questions asked include: Where are things located - industry, transportation, housing, retail trade and services. Why are they located as they are rather than in another pattern. What are things like at the neighborhood level. How did patterns evolve to become what they are today. How do economic and demographic forces produce changes on the Twin Cities landscape. How do publicly sponsored planning and redevelopment efforts try to correct the consequences of past actions while guiding us toward the future.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, 2 take-home field projects; 1 reading set per week

Grade: 25% mid-quarter exam(s), 25% final exam, 50% special projects

Exam format: essay

GEOG 3101 GEOGRAPHY OF UNITED STATES AND CANADA

(Last taught: W94) §3102, 4 cr

Instructor: GERSMEHL P !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-1 CP) (CSOM: C) (IT: C) (CBS: C CP)

Blunt short form: why what we know for sure in one part of the country may be wrong in another. Diplomatic long version: interplay of people and environment through time to create the differences we see among regions. Effect of those differences on what we can do now. The differences range from rather trivial visual images (scenes) to abstract ideas (cultures).

Class time: 75% lecture, 10% discussion, 15% project

Workload: 20 pages of reading per week, 2 exams, 3 papers

Grade: 17% mid-quarter exam(s), 17% final exam, 33% written reports/papers, 20% quizzes

Exam format: multiple choice on images, essay on analysis

GEOG 3101 GEOGRAPHY OF UNITED STATES AND CANADA

(Last taught: F93) §3102, 4 cr

Instructor: HART J

General Ed Req: (CLA: C-1 CP) (CSOM: C) (IT: C) (CBS: C CP)

A visual tour of the continent, with large numbers of slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different environments to produce distinctive regions. Satisfies the cultural pluralism requirement.

Class time: 100% lecture

Workload: 50 pages of reading per week, 2 exams, 1 paper

Grade: 50% mid-quarter exam(s), 50% final exam, 5% possible written reports or papers as extra credit

Exam format: multiple choice based on maps

GEOG 3111 MINNESOTA

(Last taught: S93) no prereq, 4 cr

Instructor: BORCHERT J

General Ed Req: none

This course describes and interprets the resource development and human settlement patterns of Minnesota and the Upper Midwest,

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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building the newer on the older, expanding from core regions to periphery, linking places in ever more sophisticated, complex patterns. The first objective is to understand the geographic development of the state and region. A further objective is to enlarge the student's geographic vocabulary, concepts, and skills in reasoning from the study of maps and geographical patterns. Text: John R. Borchert, "America's Northern Heartland", U of MN Press, 1987.

Class time: 50% lecture, 25% discussion, 25% tv. video tape

Workload: 25 pages of reading per week, 1 exam, 4-5 quizzes

Grade: 40% final exam, 30% written reports/papers, 30% quizzes

Exam format: quizzes: multiple choice or matching based on maps, plus short-answer essay. final: multiple choice and map-based matching plus extended take-home essay.

GEOG 3121 LATIN AMERICA

(Last taught: W93) §LAS 3121, 4 cr

Instructor: HAVERLUK T

General Ed Req: (CLA: WS) (CBS: WS)

The course will begin by explaining how the physical geography affects the population distribution of the Western Hemisphere, then describes the various political and cultural regions of the Spanish speaking population of Latin America.

Class time: 80% lecture, 15% closed-circuit TV, 5% discussion

Workload: 20 pages of reading per week, 6 exams

Grade: 100% quizzes

Exam format: mapping, multiple choice, essay

GEOG 3181 RUSSIA AND ENVIRONS

(Last taught: S93) §5181, 4 cr

Instructor: YOUNG J

General Ed Req: none

This course is an introduction to the physical and human geography of Russia and the other countries emerging from the breakup of the Soviet Union. Students will study the political, economic, and cultural linkages among the regions and republics of the Soviet Union, and examine how those system are affecting the newly independent countries. The course (and textbook) was a topical approach, examining one topic (e.g., agriculture, urbanization, environmental issues, or education) each week. Students will also examine specific regions associated with the topic of the week. Much of the course will focus on how patterns created by Imperial Russia and the Soviet Union are influencing change.

Class time: 70% lecture, 20% discussion, 10% exercises

Workload: 60 pages of reading per week, 2 exams, 1 paper, 4 exercises

Grade: 20% mid-quarter exam(s), 30% final exam, 25% written reports/papers, 25% exercises

Exam format: multiple choice, short essay

GEOG 3212 SOUTH ASIA

(Last taught: F92) §5212, 4 cr

Instructor: SCHWARTZBERG J

General Ed Req: (CLA: WS) (CBS: WS)

The course is divided into 7 parts: introduction, the physical stage, historical geographic background, present-day cultural lineaments, population and settlement pattern, the economy, selected problems of political geography.

Class time: 90% lecture, 5% discussion, 5% films

Workload: 65 pages of reading per week, 2 exams, 1 paper, map quiz

Grade: 20% mid-quarter exam(s), 45% final exam, 30% written reports/papers, 5% quizzes

Exam format: a mixture of multiple choice, matching, sentence completion, short answers on midquarter and any of the above and essay questions on the final.

GEOG 3213 SOUTHEAST ASIA

(Last taught: W93) no prereq, 4 cr

Instructor: SCHWARTZBERG J

General Ed Req: (CLA: WS) (CBS: WS)

Physical and human geography of Myanmar (Burma), Thailand, Indochina, Malaysia, Indonesia, and the Philippines; geographic aspects of social structure, population growth, economic development, and international relations of the region.

Class time: 100% lecture

Workload: 90 pages of reading per week, 3 exams, 1 paper

Grade: 22% mid-quarter exam(s), 44% final exam, 28% written reports/papers, 6% quizzes

Exam format: Mixture of multiple choice, essay, matching and fill in the blank.

GEOG 3321 POLITICAL GEOGRAPHY

(Last taught: S93) no prereq, 4 cr

Instructor: SCHWARTZBERG J

General Ed Req: none

The course considers: the historic development of the field; the importance of position, perspective, and perception; political actors and political regions; frontiers and boundaries (including those at sea, in polar regions and in outer space); power and "geopolitics", the politics of global interdependence (with particular reference to the environment and development); and the political geography of the future. The organizing framework recognizes the persistence of the nation-state system, but challenges its adequacy for the world of tomorrow. Text: "Political Geography" by Martin Ira Glassner, Wiley and Sons, 1993. There will also be about 175 pages of additional readings. +

Class time: 90% lecture, 10% discussion

Workload: 70 pages of reading per week, 3 exams, 1 paper, take home exercise worth 125 pts

Grade: 22% mid-quarter exam(s), 44% final exam, 28% written reports/papers, 6% quizzes

Exam format: map quiz requires memorization of locations (25 pts); mid-qtr mainly multiple choice, also matching, fill-in-the-blank (100 pts); final like mid-qtr with 1 essay question (200 pts)

GEOG 3331 ECONOMIC GEOGRAPHY

(Last taught: W93) no prereq, 4 cr

Instructor: MILLER B

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Economic geography is one of the largest subdisciplines of geography. There are very few human activity patterns that are not affected, either directly or indirectly, by economic processes. Our use of energy, minerals, foodstuffs, human labor, manufactured goods, and services is shaped by the organization of economic systems. Our interactions with other people are greatly influenced by economic exchange. Most of our current social, political, and environmental problems can be traced to the ways in which economic systems interact with other human and natural systems. As with all human activity systems, economic systems operate in space. The spatial constitution of economic systems greatly affects their operation and effects, including differences in levels of profitability, conflict, and development from place to place. The objective of this course is to introduce you to the fundamentals of economic geography. No background in economics is assumed. This course emphasizes models and theories that help us to explain, rather than merely describe, the spatial economy. Texts required: Anthony deSouza "A Geography of World Economy", NY, Macmillan, 1990. Supplemental: Knox & Agnew "The Geography of the World Economy" NY, Arnold, 1990.

Class time: 80% lecture, 20% discussion

Workload: 60 pages of reading per week, 2 exams, 2 exercises

Grade: 20% mid-quarter exam(s), 40% final exam, 40% problem solving

Exam format: essay

GEOG 3331 ECONOMIC GEOGRAPHY

(Last taught: W94) no prereq, 4 cr

Instructor: SHEPPARD E

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is designed to teach students how economic processes operate in real places, and how the geographic organization of economic activities affects such issues as economic growth, employment, investment patterns, and the prices paid for goods. We address such issues as: why some locations are more suitable than others for economic activities, why some regions and nations prosper while others stagnate, how markets work in the real world, how large corporations influence the wealth and development prospects of places, and what limits on growth result from resource or population imbalances. Instruction is primarily by lecture, with opportunities for discussion. Students are expected to read a significant amount of material outside class, and to complete two projects requiring analysis of data to solve real world problems of location and economic development.

Class time: 90% lecture, 10% discussion
Workload: 60 pages of reading per week, 2 exams, 2 papers
Grade: 15% mid-quarter exam(s), 35% final exam, 50% written reports/papers
Exam format: essay exams

GEOG 3361 LAND USE AND THE FEDERAL GOVERNMENT

(Last taught: F92) no prereq, 4 cr
 Instructor: SQUIRES R
 General Ed Req: none
 The course tries to set the context in which individuals, and groups of individuals, make decisions on how to use land, water and air. It examines the role of the federal government under its legislature, executive and judicial powers, not just in regulating such use but in coercing uses that are deemed socially acceptable. The landscape is viewed as a subsidized landscape, depended for its nature on the respective government places, directly and indirectly, on individual behavior.
Class time: 60% lecture, 40% library projects, guest speakers
Workload: 4 papers, readings as needed
Grade: 100% written reports/papers

GEOG 3371 INTRODUCTION TO URBAN GEOGRAPHY

(Last taught: W94) no prereq, 4 cr
 Instructor: MILLER R
 General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)
 General intro to geography of cities. Topics include historical development of cities; functional specialization, transportation innovation, and urban concentration; role of planning; urban systems; city system development under industrial and corporate capitalism; urban systems in the Third World; the housing market and the location of economic activities - land rent theory; internal structure of Third World cities; the analysis of social differentiation; race and ethnicity in the city; mental maps and the perception of the urban environment; the urban sense of place; the role of institutions in shaping the city; the changing economic base of cities; financing urban development; the changing retail landscape; competition for urban resources; the social production of homelessness. Texts include Ed Relph, 'The Modern Urban Landscape'; Kenneth Jackson, 'Crabgrass Frontier: the Suburbanization of the US'; and an extensive Course Reader.
Class time: 75% lecture, 15% discussion, 10% laboratory, slide presentation
Workload: 100 pages of reading per week, 1 exam, 1 paper, Mpls CBD mapping and land use analysis exercise
Grade: 33% final exam, 33% written reports/papers, 33% Mpls CBD field mapping and analysis exercise
Exam format: multiple choice, short answer, short essay (1-2 paragraphs)

GEOG 3421 CLIMATOLOGY

(Last taught: F93) prereq 1401 or 1425 or Soil 1262 or Phys 1071 or #, 4 cr
 Instructor: KLINK K
 General Ed Req: none
 This class will give an overview of the extraterrestrial, atmospheric, oceanic, and land-surface processes that characterize our climatic environment. Emphasis will be placed on the physical principles underlying the study of climate. The impacts of climate and climatic change on human and environmental systems will be another important theme.
Class time: 80% lecture, 20% discussion
Workload: 40 pages of reading per week, 2 exams, 3-4 homework

exercises
Grade: 30% mid-quarter exam(s), 40% final exam, 30% problem solving
Exam format: multiple choice, short answer, essay

GEOG 3511 INTRODUCTION TO CARTOGRAPHY

(Last taught: F93) prereq 5 cr in geog or #, 5 cr
 Instructor: MCMASTER R
 General Ed Req: none
 This course provides students with the background to acquire, geocode, analyze, and display both spatial and attribute data. The focus of this course is on cartographic representation, including methods of classification, symbolization, and generalization. Additionally, general principles of cartographic design (color-theory, figure-ground, and typography) are emphasized. Although the lecture content is oriented towards conceptual material, students are provided with practical experience with map design and symbolization using a series of computer statistical, spreadsheet, graphics, and mapping packages. Geography 1501, The Language of Maps, is recommended, but not required.
Class time: 60% lecture, 40% laboratory
Workload: 30 pages of reading per week, 2 exams, 1 term project
Grade: 20% mid-quarter exam(s), 30% final exam, 20% special projects, 30% lab work
Exam format: short answer, problem solving, map design

GEOG 3531 QUANTITATIVE METHODS IN GEOGRAPHY

(Last taught: W93) no prereq, 4 cr
 Instructor: MCMASTER R
 General Ed Req: (CLA: A) (CBS: GE)
 The course in quantitative methods covers material on both descriptive and inferential statistics, focusing on the analysis of spatially distributed data. Topics include descriptive statistics for spatial and non-spatial data, basic geostatistics, basic nonparametric methods of analysis, and parametric statistics (t-tests, ANOVA, correlation and regression). The course format includes 3 one-hour lectures, and one recitation section per week. The recitation section requires the completion of both statistical and computer-based exercises. No previous statistics course or computer expertise is assumed.
Class time: 75% lecture, 25% discussion
Workload: 30 pages of reading per week, 2 exams, 10 statistical exercises
Grade: 30% mid-quarter exam(s), 35% final exam, 10% class participation, 25% problem solving
Exam format: statistical problem solving, short answer

GEOG 3973 GEOGRAPHY OF THE TWIN CITIES

(Last taught: W94) §1973, 4 cr
 Instructor: ADAMS J
 General Ed Req: none
 This course is an introductory survey of the historical and contemporary geography of the Twin Cities area. The questions asked include: Where are things located - industry, transportation, housing, retail trade and services. Why are they located as they are rather than in another pattern. What are things like at the neighborhood level. How did patterns evolve to become what they are today. How do economic and demographic forces produce changes on the Twin Cities landscape. How do publicly sponsored planning and redevelopment efforts try to correct the consequences of past actions while guiding us toward the future.
Class time: 90% lecture, 10% discussion
Workload: 2 exams, 2 take-home field projects; 1 reading set per week

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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Grade: 25% mid-quarter exam(s), 25% final exam, 50% special projects

Exam format: essay

GEOG 5212 SOUTH ASIA

(Last taught: F92) §3212, 4 cr

Instructor: SCHWARTZBERG J

General Ed Req: (CLA: WS) (CBS: WS)

This course has the same set of lectures as Geog 3212. The two courses differ, however, in that 1) this has slightly more reading; 2) this has an individual (as opposed to a group) term-paper assignments; 3) this has somewhat more difficult and inclusive examinations.

Class time: 90% lecture, 5% discussion, 5% films

Workload: 75 pages of reading per week, 2 exams, 1 paper, 1 map quiz

Grade: 20% mid-quarter exam(s), 45% final exam, 30% written reports/papers, 5% quizzes

Exam format: a mixture of multiple choice questions, matching questions, sentence completions, and short answers on mid-quarters; any of the above and essay questions on final

GEOG 5371 NORTH AMERICAN CITIES

(Last taught: W94) prereq 1301 or 1501 or 1970 or 3371 or 3973 or 5001 or #, 4 cr

Instructor: ADAMS J

General Ed Req: none

This course asks several questions about the social, economic, and physical environments for urban life; questions about systems of cities; questions about what happens inside cities, especially in the United States. It is helpful if you have some background in social science. Human geography, geography of the USA and Canada, principles of economics, urban sociology, and American history since 1880 are especially useful.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 3 exams, 3 take-home assignments

Grade: 33% mid-quarter exam(s), 17% final exam, 50% take-home assignments

Exam format: essay

GEOG 5393 LOOK OF THE LAND

(Last taught: W94) no prereq, 4 cr

Instructor: HART J

General Ed Req: none

A course designed to give students a better understanding and appreciation of the rural landscape. Consideration of major components of the landscape: the form of the land surface, the vegetation that cloaks it, and especially the structures people have added, including systems of land division, structures associated with particular economic systems, and the nature and function of villages and small towns. Each lecture is lavishly reinforced with color slides.

Workload: 40 pages of reading per week

Exam format: essay

GEOG 5423 ADVANCED CLIMATOLOGY

(Last taught: W93) prereq 3421 or Soil 5420 or #, 4 cr

Instructor: KLINK K

General Ed Req: none

This class will provide a survey of research with and the development of large-scale (global) climate models. Readings from current literature, along with selections from textbooks, will provide the basis for class discussion. Students will be asked to lead most of these discussions. Computer simulations with simple one-dimensional climate models will be another component of the course. Prerequisite: Geog 3421 or Soil 5240 or consent of instructor. Text not required for purchase. "A Climate Modeling Primer" by A. Henderson-Sellers and K. McGuffie; "An Introduction to Three-Dimensional Climate Modeling" by W. M. Washington and C. L. Parkinson.

Class time: 40% lecture, 60% discussion

Workload: 4 papers, 1 project final

Grade: 20% mid-quarter exam(s), 20% final exam, 20% special projects, 20% in-class presentations, 20% problem solving

Exam format: essay

GEOG 5444 GEOGRAPHY OF WATER RESOURCES

(Last taught: F93) prereq 2 courses physical geog or #, 4 cr

Instructor: BROWN D

General Ed Req: none

The course examines: 1) how and why various aspects of water resources vary in both space and time; 2) what lies behind water resources data and how various errors affect its reliability and significance; 3) how human activities directly and indirectly affect water resources; 4) how natural environmental changes alter water resources; 5) how social structures of public policy and law affect water resources and how they vary geographically; and 6) basic methods of water resources analysis. The course is structured to develop a geography of water resources rather than present one. The various projects are designed to acquaint students with the ways we know about the interconnectedness of water resource elements and the spatial and temporal variability of the elements. Each project is centered on a question about trends in water resources and in human activities that may affect them. The projects are also structured to help students appreciate the utility and limitations of both water data and methods of analysis and the constraints that scale imposes on analyses. This approach requires a strong mutual effort of class participation based on timely preparation.

Class time: 30% lecture, 50% discussion, 20% laboratory

Workload: 40 pages of reading per week, 1 exam, 1 paper, 6 analysis projects

Grade: 30% final exam, 25% written reports/papers, 15% class participation, 30% analysis projects

Exam format: essay - from list of distributed questions or a take-home exam

GEOG 5531 QUANTITATIVE RESEARCH DESIGN

(Last taught: S93) prereq at least one course in basic statistics, 4 cr

Instructor: KLINK K

General Ed Req: none

Introduction to and use of multivariate statistical techniques as applied to geographic data. Students are assumed to have had a previous course in basic statistics. Exercises will make use of a Macintosh-based statistical package. Text: "Multivariate Statistical Methods: A Primer", by Bryan F. J. Manly.

Class time: 40% lecture, 60% laboratory

Workload: 30 pages of reading per week, 1 exam, 1 paper, 3-5 homework exercises

Grade: 30% mid-quarter exam(s), 40% special projects, 30% problem solving

Exam format: problem-solving assignments

GEOG 5562 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

(Last taught: W94) §LA 5562; prereq jr or sr in Geog or LA or grad or #, 4 cr

Instructor: MCMASTER R

General Ed Req: none

The introductory class in Geographic Information Systems (GIS) covers methods in encoding, storing, analyzing, and displaying spatial data. Specific topics include types of spatial data, the encoding process, geographic data structures, spatial analysis, and cartographic visualization. Students will be required to complete a set of laboratory exercises in the digital cartography database lab that involves the development and analysis of a spatial database. No previous computer expertise is assumed; however, a fundamental background in maps is recommended (Geography 1501 or Geography 3511).

Class time: 75% lecture, 25% laboratory

Workload: 30 pages of reading per week, 2 exams, 8-9 laboratory exercises

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

Exam format: short answer, numerical problem solving

GEOG 5605 GEOGRAPHICAL PERSPECTIVES ON URBAN PLANNING I

(Last taught: F93) no prereq, 4 cr

Instructor: MILLER R

General Ed Req: none

This course provides a comparative examination of planning theories and practices in reshaping the geography of 19th and 20th century cities in different national settings (Europe, North America and selected Third World countries). After a brief introduction to the

development of urban form through 1870, we concentrate on the rise of planning as a formal discipline in several European and North American contexts. The course stresses the ways in which planners and planning ideologies have responded to different social, economic, and political pressures, and how models of planning produced in the developed world have been transferred to (and often imposed upon) developing nations.

Class time: 75% lecture, 15% discussion, 10% laboratory

Workload: 150 pages of reading per week, 1 exam, 1 paper, 2 short written exercises

Grade: 30% final exam, 50% written reports/papers, 20% special projects

Exam format: essay, short answer, multiple choice

GEOLOGY AND GEOPHYSICS

GEO 1001 THE DYNAMIC EARTH: AN INTRODUCTION TO GEOLOGY

(Last taught: S93) no prereq, 4 cr

Instructor: ITO E

General Ed Req: (CLA: B) (CSOM: B)

This course is an introduction to the principles of geology, with an emphasis on the physical processes that shape the Earth. Through lectures, slides, and films, students will learn about the formation of minerals and rocks, the internal structure of the Earth, volcanoes, earthquakes, the water cycle, rivers, glaciers, and natural resources. A goal of the course is to provide students with a better understanding of our planet in the context of current environmental issues and global change. An optional field trip to the St. Croix River Valley and other local geologic sites is offered on a Saturday in early May. It is recommended, but not essential, that students also register for Geology 1021, Introduction to Geology Lab. Text: "Dynamic Earth", by Skinner and Porter, 2nd edition.

Class time: 85% lecture, 5% discussion, 10% films

Workload: 40 pages of reading per week, 3 exams

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

Exam format: two midquarters are a combination of short answer, fill-in, and multiple choice. final is multiple choice.

GEO 1019 OUR CHANGING PLANET

(Last taught: S93) §Ast 1019, EEB 1019, 4 cr

Instructor: ALEXANDER E

General Ed Req: (CLA: B) (CSOM: B)

This is an interdisciplinary course for non-science as well as science majors who are interested in a better understanding of the complex network of Earth systems that make it possible for life to survive, and the possibility of upset to these systems by natural and especially human perturbations. The course is team-taught by six award-winning faculty from Astronomy, Ecology, Evolution and Behavior, Education, and Geology. There are three lectures per week, plus a two-hour "active learning session" where students work in cooperative learning groups on interesting exercises designed to reinforce the course themes. Professors are present throughout the course, not just during their own lectures, and a "ringmaster" provides integration among the disciplines. Specially-trained graduate students coordinate the active learning sessions with faculty assistance. The unique approach of this course means that appropriate textbooks have not yet evolved. We will be using the preliminary version of a text called "Our Changing Planet - Earth System Science and Global Environmental Change", by J. and T. Mackenzie.

Workload: 30 pages of reading per week, 3 exams, homework, 1-2 hours/week

Exam format: short and long answer questions, some notes allowed

GEO 1021 INTRODUCTION TO GEOLOGY LAB: GEOLOGY OF MINNESOTA

(Last taught: W94) prereq 1001 or ¶ or #, 1 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

This one-credit laboratory course is designed to teach students about the geology of Minnesota through hands-on activities and demonstrations. Students will learn to identify rocks and minerals, read topographic maps, and will complete simulated field studies in glacial geology, petroleum exploration, and landfill siting. One lab session includes a short campus field trip. Students are encouraged to work in small groups to learn the material and complete lab exercises. The laboratory manual, "Geology of Minnesota: A Physical Geology Laboratory Manual", is available at Beckwith Copy Center on Washington Ave.

Class time: 100% laboratory

Workload: 10 pages of reading per week, 3 quizzes

Grade: 80% quizzes, 15% lab work, 5% class participation

Exam format: short answer

GEO 1111 INTRODUCTORY PHYSICAL GEOLOGY

(Last taught: S93) prereq high school or college chemistry or #, 5 cr

Instructor: SEYFRIED W

General Ed Req: (CSOM: B*)

General principals of physical geology. The course introduces potential geology/geophysics majors, geo-engineering students and others to the material and processes of the earth. The course is organized into five parts: 1) planet earth and its materials; 2) time and changing landscape, which deals with geologic time and surficial processes; 3) the earth's internal processes - emphasizing lithospheric dynamics, such as rock deformation and plate tectonics; 4) the earth's resources, which deals with sources of energy and sources of materials; and 5) the earth's place in space. The course involves four one hour lectures and one recitation hour per week, two one hour exams during the quarter and a two hour final. The exams tend to emphasize short discussion and multiple choice problems. Laboratory exercises which emphasize key geologic concepts are an integral part of the course. Labs meet for two hours, two times per week.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 3 exams

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

Exam format: short essays, multiple choice problems

GEO 1601 OCEANOGRAPHY

(Last taught: W94) no prereq, 4 cr

Instructor(s): PAOLA C, 2 OTHERS

General Ed Req: (CLA: B) (CSOM: B)

How various processes in the ocean interact; analogies between the oceans and Lake Superior and smaller lakes in Minnesota. Topics include marine biology, waves, tides, chemical oceanography, marine geology, and human interaction with the sea. Lab work includes study of live marine invertebrates and manipulation of oceanographic data.

Class time: 75% lecture, 25% laboratory

Workload: 60 pages of reading per week, 3 exams, 2 hrs lab/recitation per week

Grade: 45% mid-quarter exam(s), 40% final exam, 15% lab work

Exam format: short answer, multiple choice

GEO 3202 GEODYNAMICS II: THE FLUID EARTH

(Last taught: W94) prereq 3201, 4 cr

Instructor(s): PAOLA C, PERSON M

General Ed Req: (CSOM: B)

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Possible outline: What is a fluid? List driving forces on fluids. Mass and Momentum Conservation. Viscosity, pressure, drag and shear stress. Flow Types: laminar/porous media, turbulent, ice-debris. Erosion, deposition, topography. Convective flows. Global flows. Coriolis forces. Porous media flow. Ice flow.

Workload: 60 pages of reading per week, 3 exams, 2 hours lab/recitation work each week

Exam format: essay, problems

GEO 5251 GEOMORPHOLOGY

(Last taught: S93) prereq 1001, Math 1111 or #, 4-5 cr

Instructor: HOOKE R

General Ed Req: (CSOM: B)

We will discuss a number of geomorphic processes and the resulting landforms. Frequent field trips are used to illustrate principles discussed in class, and techniques of geomorphological measurement. Students are actively involved in mapping or making measurements of one kind or another during these field trips. In several cases, the measurements document changes in such features as river channel geometry or delta morphology in areas that we have been monitoring now for 10 to 20 years. As rivers are the most important geomorphic agent (with the possible exception of humans), and as there are good field sites near the Twin Cities where river processes and landforms can be studied, we focus on them for the first three weeks. The concept of the graded river, formation of river terraces, and river mechanics are discussed. Slope, shoreline, and karst processes are emphasized in the next weeks, both in class and in the field. The final weeks are devoted to weathering and soils, glacier landforms, mass movement, and arid region processes. Classes are normally conducted in a discussion format. A question is posed and a solution sought by application of basic physical principles. Readings from scientific literature, textbook supplemental.

Class time: 15% lecture, 45% discussion, 40% laboratory

Workload: 60 pages of reading per week, 2 exams, paper is optional for 5th credit

Grade: 24% mid-quarter exam(s), 46% final exam, 30% written reports/papers

Exam format: sentence/paragraph/essay answers to question. choice of questions is provided.

GEO 5252 REGIONAL GEOMORPHOLOGY

(Last taught: W94) prereq 5201 or #, 3 cr

Instructor: HOOKE R

General Ed Req: (CSOM: B)

We will focus on a particular region of the country, and discuss landforms and geomorphic processes peculiar to that region. To place the geomorphic features in perspective, an overview of the bedrock geology of the area is given during the first week or so. A week-long field trip to the area is an integral part of the course, and is usually run during the 7/8th week of the quarter. As different areas are studied in different "versions" of the course, students may take the course for credit more than once. The two areas studied most frequently are southern California (particularly Death Valley) and southeastern Utah. The southern California "version" of the course is run during winter qtr, and emphasizes arid region geomorphic processes such as formation of alluvial fans and their relation to tectonics, origin of desert varnish and how it can be used to study climatic change, origin of pediments, desert pavements, caliche, and sand dunes, and history of pluvial lakes in the Mojave desert. The southeastern Utah version is given in spring qtr, and covers the history of drainage changes in the Rocky Mtns and Colorado Plateau, geomorphic and structural features caused by collapse of salt anticlines, rock glaciers, slope failure, etc.

Class time: 66% lecture, 34% field

Workload: 50 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: sentence/paragraph/essay answers to a choice of questions

GEO 5313 AQUEOUS GEOCHEMISTRY

(Last taught: S93) prereq 5311, Chem 5520 or #, 4 cr

Instructor: SEYFRIED W

General Ed Req: (CSOM: B)

General principles of solution chemistry with application to geology including acid-base reactions, fluid-mineral equilibria, redox processes in natural waters, and the geochemistry of hydrothermal

alteration processes. Students are instructed in the use of computer modelling programs and supporting thermodynamic databases which can be used to assess mineral solubilities and geochemical processes at a wide range of temperatures and pressures. When this course was last taught (S/92), "Aquatic Chemistry" by W. Strumm and J. Morgan was used as the textbook.

Class time: 50% lecture, 30% discussion, 20% laboratory

Workload: 20 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 5% class participation, 5% problem solving

Exam format: essay, problems

GEO 5405 OPTICAL MINERALOGY

(Last taught: W94) prereq 3401, 2 cr

Instructor: WEIBLEN P

General Ed Req: (CSOM: B)

The course is designed to enable the student to become proficient in the use of the petrographic microscope for identification and characterization of rocks. General background required: beginning physics textbook material on the wave phenomena of light. The phenomena of absorption, interference, refraction, diffraction will be reviewed and applied to the identification of minerals in polarized light. Text: "Mineral Optics", Phillips, Freeman (not required tho)

Workload: 2 exams, research project (score is usually full mineralogical characterization of rock sample)

Exam format: multiple choice and essay

GEO 5505 SOLID EARTH GEOPHYSICS I

(Last taught: F93) prereq 1111, Phys 1253, 4 cr

Instructor: KARATO S

General Ed Req: (CSOM: B)

This course discusses the structure and constitution of the solid Earth. The major source of information as to the Earth's interior is seismology. We discuss fundamentals of elastic wave propagation in layered materials including body waves, surface waves and free oscillation. These data will then be interpreted in terms of the physical conditions (pressure, temperature and chemical composition) of the Earth through the use of solid state theories. Emphasis is on the equation of state under high pressure and pressures. We shall also discuss geochemical constraints on the constitution of the Earth. Texts: D. Gubbins "Seismology and Plate Tectonics" Cambridge; J-P. Poirier "Introduction to the Physics of the Earth's Interior" Cambridge.

Class time: 90% lecture, 10% discussion

Workload: 15 pages of reading per week, 2 papers

Grade: 50% written reports/papers, 50% problem solving

GEO 5536 APPLICATIONS OF FLUID MECHANICS TO GEOLOGICAL PROBLEMS

(Last taught: S93) prereq 1 yr calculus, CE 3400 or AEM 3200 or #, 4 cr

Instructor: YUEN D

General Ed Req: (CSOM: B)

This course is intended for students in geosciences or related areas who are interested in learning about applications of fluid mechanics to geological and geophysical problems. Basic fundamentals will be stressed with examples drawn from both classical and modern problems, ranging from slow viscous flow to nonlinear dynamics. Numerical methods will be discussed. Students should know ordinary differential equations and rudiments of partial differential equations, but these will be taught as needed.

Class time: 100% lecture

Workload: homework problems and projects

Grade: 30% final exam, 40% written reports/papers, 30% problem solving

Exam format: oral exam

GEO 5601 LIMNOLOGY

(Last taught: F93) §EEB 5601; prereq Chem 1052 or equiv, 4 cr

Instructor: SHAPIRO J

General Ed Req: (CSOM: B)

Limnology is the science of lakes. The course begins with lake formation, then describes the physical attributes of water bodies, such as stratification as a result of solar radiation, water movements, etc. After a brief introduction to lake biology the chemical attributes are described, following which considerable time is spent once more on the organisms living in lakes, and their interrelations with the

physical and chemical conditions. Finally, a series of case studies of lake restoration illustrate how all of the information taught is necessary to successful lake management and restoration. The aim of the course is to present lakes as ecosystems and to illustrate the need to understand how all aspects interact.

Class time: 85% lecture, 15% discussion

Workload: 30 pages of reading per week, 2 exams, 8-10 scientific papers are to be read and are included in the exams

Grade: 30% mid-quarter exam(s), 70% final exam

Exam format: short answer questions that require the students to integrate various aspects of what they have been taught

GEO 5603 GEOLOGICAL LIMNOLOGY

(Last taught: W94) prereq 5601 or EEB 5601, 4 cr

Instructor: KELTS K

General Ed Req: (CSOM: B)

Lakes are response systems which reflect regional environmental dynamics. Changes may derive from tectonic, climatic, event, or human forces. We can reconstruct past changes with stratigraphic, sedimentological, geochemical, and paleoecological tools. Using a systems approach similar to marine geology, this course examines lake basins in a global limno-geological context of biotic and abiotic interactions. Modern lakes provide a matrix of greatly varied settings, sizes, types, chemistries, salinities, and biological systems. What are the aspects and processes in common which lead to the development of various lake sediment subfacies? Lake basins characterize the continental record throughout various intervals of the geologic record, and their sedimentary sequences hold the secrets of past climates or early rifting processes. Lakes provide models of biological, ecological, physical and biogeochemical processes. Their deposits may contain vast natural resources as well as environmental archives.

Class time: 60% lecture, 25% discussion, 15% presentation of short themes

Workload: 25 pages of reading per week, 2 exams

Grade: 30% mid-quarter exam(s), 45% final exam, 25% in-class presentations

Exam format: short answer

GERMAN

GER 1101 BEGINNING GERMAN

(Last taught: W94) §1000, 5 cr

Instructor: STAFF

General Ed Req: none

We will be using a brand new textbook entitled "Kreise" which deals with Germany (post-(re)unification). Along with this textbook we use a German cultural reader called "Schriftbilder" which focuses on life in Germany, the university system, and the student movement in the late sixties. Courses GER 1101, GER 1102 and GER 1103 focus on student-to-student interaction and small group work activities. We focus on the four major language skills (speaking, writing, listening and reading) as well as on German (and German-speaking) cultures. We take a process-oriented approach to writing which includes a system of peer evaluation.

Class time: mostly discussion and student involvement and interaction

Workload: expect 2 hours of homework per day

Grade: not yet determined

GER 1102 BEGINNING GERMAN

(Last taught: W94) §1110; prereq 1101 or 1000, 5 cr

Instructor: STAFF

General Ed Req: none

The first year language sequence develops all four language skills - speaking, writing, listening, reading - as well as culture. The main text-book for the sequence is "KREISE" (Heinle & Heinle, 1992). There will also be a supplementary story each quarter from the culture reader "Schriftbilder". In German 1102 and 1103 we begin to focus on writing. Students write both essays and other writing assignments. These writing assignments are process-oriented and students work together in groups. The first year language sequence relies heavily on student interaction, partner activities, and group work. We expect an average of 2 hours work outside of class for each class session.

Class time: very interactive

Workload: 2 hours expected per class session

Grade: 20% final exam, 32% quizzes, 25% class participation, 13% reading/group work assignments, 4% essays, 6% writing assignments

Exam format: varies

GER 1103 BEGINNING GERMAN

(Last taught: W94) §1110; prereq 1102 or 5 cr of 1110, 5 cr

Instructor: STAFF

General Ed Req: none

The first year language sequence develops all four language skills - speaking, writing, listening, reading - as well as culture. The main text-book for the sequence is "KREISE" (Heinle & Heinle, 1992). There will also be a supplementary story each quarter from the culture reader "Schriftbilder". In German 1102 and 1103 we begin to focus on writing. Students write both essays and other writing assignments. These writing assignments are process-oriented and students work together in groups. The first year language sequence relies heavily on student interaction, partner activities, and group work. We expect an average of 2 hours work outside of class for each class session.

Class time: very interactive

Workload: 2 hours expected per class session

Grade: 20% final exam, 32% quizzes, 25% class participation, 11% reading/group work assignments, 6% essays, 6% writing assignments

Exam format: varies

GER 1104 INTERMEDIATE GERMAN

(Last taught: W94) prereq 1103 or 10 cr of 1110 or Entrance Standard proficiency test, 5 cr

Instructor: STAFF

General Ed Req: none

Special features include: group work, process-oriented writing, production of a German play, production of a German film, German film viewings, authentic german texts.

Class time: varies with instructor

Workload: approximately 2 hours preparation per class session

Grade: 20% final exam, 15% written reports/papers, 10% special projects, 30% quizzes, 25% class participation

Exam format: synthetic grammar, essay questions

GER 1105 INTERMEDIATE GERMAN

(Last taught: KJG) prereq 1104 or placement, 5 cr

Instructor: STAFF

General Ed Req: none

Special features include: group work, process-oriented writing, production of a German play, production of a German film, German film viewings, authentic german texts.

Class time: varies with instructor

Workload: approximately 2 hours preparation per class session

Grade: 20% final exam, 15% written reports/papers, 10% special projects, 30% quizzes, 25% class participation

Exam format: synthetic grammar, essay questions

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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GER 1106 INTERMEDIATE GERMAN

(Last taught: W94) prereq 1105 or placement, 5 cr

Instructor: STAFF

General Ed Req: none

Special features include: group work, process-oriented writing, production of a German play, production of a German film, German film viewings, authentic German texts.

Class time: varies with instructor

Workload: approximately 2 hours preparation per class session

Grade: 20% final exam, 15% written reports/papers, 10% special projects, 30% quizzes, 25% class participation

Exam format: synthetic grammar, essay questions

GER 3043 ORAL INTERPRETATION OF GERMAN DRAMA

(Last taught: W94) prereq 3013 or equiv, #, 2 cr

Instructor: FIRCHOW E

General Ed Req: none

Practice in German pronunciation by reading German drama in class. Theoretical explanation of speech sounds and practical application and correction of students' speech. If a German department play will be produced this year, this play will also be practical. Meets once a week. Text: Duden, vol 7, Aussprache, Kleist: Das Kathchen von Heilbrownn

Class time: 10% discussion, 90% laboratory

Workload: 20 pages of reading per week

Grade: 20% in-class presentations, 70% lab work, 10% class participation

GER 3104H HONORS COURSE: READING AND ANALYSIS OF PROSE

(Last taught: F92) prereq 1106 or graduation proficiency test, honors student or #, 4 cr

Instructor: MCCORMICK R

General Ed Req: none

This course is intended to provide an introduction to literary analysis; we will read relatively short German prose texts by such authors as Franz Kafka, Bertolt Brecht, Heinrich Boll, Ingeborg Bachmann, Christa Wolf, and Aysel Ozakin. The goal for students is to begin to analyze literature in German, both orally in class and group discussions and through writing short essays. The course will be conducted primarily in German; most writing assignments will be in German. There will be 4-5 short papers. Texts: Heinrich Pleticha, 'dtv junior Literatur-Lexikon'; Kafka, 'Die Verwandlung'; Brigitte M. Turneure, 'Im Spiegel der Literatur: Kurzprosa aus dem 20. Jahrhundert'; there will also be some xeroxed material.

Class time: 50% lecture, 50% discussion

Workload: 20 pages of reading per week, 5 papers, papers: 4-5 short papers or 2-3 or 4 pp. each

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

GER 3105 READING AND ANALYSIS OF DRAMA AND POETRY

(Last taught: W93) prereq 1106 or graduation proficiency test, 4 cr

Instructor: WEISS G !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course offers an introduction to German literature, with emphasis on drama and poetry. Through a close and critical reading of a variety of texts, students learn to analyze literature in general, and to deal with German material in particular. The titles selected for this quarter include Schiller's Wilhelm Tell, Buechner's Woyzeck, a number of radio plays, and an anthology of German poetry. Students are expected to write a brief critical paper each week (length about one page), alternating in German and English. Lectures and discussions -as far as possible- will be in German.

Class time: 25% lecture, 75% discussion

Workload: 60 pages of reading per week, 1 exam, 8 papers

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

Exam format: essay

GER 3105 READING AND ANALYSIS OF DRAMA AND POETRY

(Last taught: S93) prereq 1106 or graduation proficiency test, 4 cr

Instructor: ZINGGELER M

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This course offers an introduction to German literature, with emphasis on drama and poetry. Through a close and critical reading of a variety of texts, students learn to analyze literature in general, and to deal with German material in particular. The titles selected for this quarter include Schiller's "Wilhelm Tell", Hauptmann's "Vor Sonnenaufgang", Gertrud Lurtenegger's "Lebewohl, Gute Reise", and an anthology of German poetry. Students are expected to write 3 critical papers (length about 3 pages) in German. Lecture is in German.

Class time: 25% lecture, 75% discussion

Workload: 1 exam, 3 papers

Grade: 25% final exam, 50% written reports/papers, 25% class participation

Exam format: quiz form and essay questions

GER 3313 GERMAN DRAMA: NATURALISM TO PRESENT

(Last taught: W93) prereq 3104, 3105, 4 cr

Instructor: PARENTE J

General Ed Req: none

This course investigates some of the main currents in German drama from 1890 to 1980. We will begin with the naturalist drama of Gerhart Hauptmann (Rosa Bernd) and then discuss works by Arthur Schnitzler (Liebele), the Expressionist playwright Georg Kaiser (Von Morgens bis Mitternachts), and Bertolt Brecht (Mann ist Mann). Writers from the 1930s include Marieluise Fleisser and Odon von Horvath, who transformed the 19th-century Volksstück into a vehicle for biting socio-political satire. Contemporary playwrights include Franz Xavier Droetz and Heiner Muller. Readings and discussion in German; papers in either German or English.

Class time: 25% lecture, 75% discussion

Workload: 70 pages of reading per week, 2 papers

Grade: 60% written reports/papers, 40% class participation

GER 3341H PROSEMINAR IN GERMAN

(Last taught: F93) prereq #, non honors students may enroll with #, 4 cr

Instructor: TARABA W

General Ed Req: none

This course normally has a class size of 6 to 8 students. Due to the small number of participants and their standing as honor students, the class discussions are very active. Each session a carefully prepared oral presentation is given on that day's assignment which is then discussed by the group. Every student gives one presentation per quarter, the remaining sessions are lectures by the instructor. The main theme is "The Artist and his/her Role in Society." The following works are analyzed in-depth: Goethe, 'Torquato Tasso,' 'Grillparzer,' 'Der arme Spielmann;' Eichendorff, 'Aus dem Leben eines Taugenichts;' Buchner, 'Lenz;' Mann, 'Der Tod in Venedig;' Kafka, 'Ein Hungerkünstler;' Morike, 'Mozart auf der Reise nach Prag.'

Class time: 30% lecture, 40% discussion, 30% student presentations

Workload: 100 pages of reading per week, one oral presentation

Grade: 50% in-class presentations, 50% class participation

GER 3501 CONTEMPORARY GERMANY: THE FEDERAL REPUBLIC

(Last taught: W94) prereq 1106 or graduation proficiency test, 4 cr

Instructor: SCHISSLER H

General Ed Req: none

This class will focus on European History. We will discuss major events, particularly the French Revolution and the industrialization process which laid the groundwork for much of modern society in the 20th century. We will see how the position of women was decisively shaped by these events. We then will look at how these topics have traditionally been taught and move on to a feminist critique of major historiographical traditions. The goal of the course is: 1) to promote an understanding of how women were historically muted, and how a male discourse about history evolved in the 18th and 19th century; 2) to "rediscover" women and to integrate them into the course of major developments in history; and 3) to learn to take a gendered look at history. Books assigned: Susan Groag Bell and Karen M. Offen, ed., "Women, the Family, and Freedom. The Debate in Documents", 2 volumes, Stanford: Stanford UP, 1983. Renate Bridenthal, Claudia Koonz, Susan Stuard, ed., "Becoming Visible". Gisila Kaplan, "Contemporary Western European Feminism".

Class time: 50% lecture, 30% discussion, 20% student presentation
Workload: 60 pages of reading per week, 2 exams, weekly summaries of readings
Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% summaries of weekly readings; presentations for extra credit
Exam format: essay

GER 3510 TOPICS IN GERMAN STUDIES

(Last taught: W94) max 8 cr; prereq 1106 or graduation proficiency test, 4 cr

Instructor: TERAOKA A

General Ed Req: none

Topic for Winter Quarter: Minorities in Postwar Germany. An introduction to the history and present situation of foreigners (guestworkers, asylum seekers, and others) in Germany. We will look at Germany's "Ausländerpolitik" and the "Ausländergesetz", forms of minority culture in Germany, debates on integration and citizenship, and xenophobic violence. Readings from social science and literary sources. Conducted in German.

Workload: 60 pages of reading per week, 1 paper, 2 presentations

GER 3512 GERMAN CIVILIZATION AND CULTURE: REFORMATION TO 1800

(Last taught: W93) prereq 3104, 3105, one additional 3xxx German lit course, 4 cr

Instructor: WEISS G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course (lectures in German) intends to offer an overview of the cultural developments in the German speaking countries from the Reformation (16th century) to the end of the Enlightenment (18th century). Emphasis is placed on how the events of the past have formed the present. It is the goal of the course to contribute to a better understanding of current German issues by knowing something about the past. However, this is not a history course. History simply serves as organizing factor. For background reading students use Tenbrock's "Geschichte Deutschlands". In addition, original documents from the period will be used (xeroxed). On Fridays, the class meets for two hours, to view films, videos, etc. Method of presentation is lectures and discussion. Students will write one research paper (10-15 pages) on a topic of their choice, in addition to taking the mid-quarter and final examinations. Note that the lectures and most of the reading is in German. A good knowledge of the language is required.

Class time: 60% lecture, 30% discussion, 10%

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: short responses, problem solving, essays

GER 3513 GERMAN CIVILIZATION AND CULTURE: 1800 TO PRESENT

(Last taught: S93) prereq 3104, 3105, one additional 3xxx German course, 4 cr

Instructor: WEISS G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course (lectures in German) offers an overview of the cultural developments in the German speaking countries from 1800 to the present. Emphasis is placed on how events of the past have shaped the present, since it is the goal of this course to contribute to a better understanding of current German issues by knowing something about the past. The particular period under discussion is especially important for this approach, because it will show how modern Germany evolved and how many of the problems and issues confronting Germany today have their roots in the 19th century. For background reading, students use Tenbrock's "Geschichte Deutschlands". Hill's

"200 Jahre Deutscher Kultur" is another important book, since it contains many of the significant documents of the time. Method of presentation is lectures and discussions. In addition, there will be films, videos, and other authentic materials which we shall view during the second hour of instruction on Fridays. Students will also write a term paper (about 10-15 pages) on a topic of their choice. Note that the lectures and most of the readings are in German. A good knowledge of the language is required.

Class time: 60% lecture, 30% discussion, 10% films, slides, audios

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: short responses, problem solving, essays

GER 3604 LITERATURE, HISTORY, AND THE GERMAN FILM

(Last taught: F93) no knowledge of German req, 4 cr

Instructor: MCCORMICK R

General Ed Req: none

This is an introductory course in German cinema in which a) students will be introduced to film analysis; b) cinematic form will be compared with literary form; and c) the representation of German history will be examined in both media. One of the unique characteristics of the West German cinema has been the activity of its women filmmakers. Proportionally speaking, West Germany—before unification with East Germany—had more women filmmakers than any other national cinema. The course this fall will focus on films by German women. We will look at films by the directors Margarethe von Trotta, Helma Sanders-Brahms, Jutta Bruckner, Leontine Sagan, Ulrike Ottinger, and Marianne Rosenbaum. The course will be taught in English. German majors and minors can get German Credit by doing some extra work. Texts: Bordwell/Thompson, 'Film Art', 3rd ed.; Heinrich Boll's novel 'The Lost Honor of Katharina Blum'; Christa Winsloe's play 'Girls in Uniform'; xeroxed materials.

Class time: 50% lecture, 50% discussion, this course will be taught in English

Workload: 50 pages of reading per week, 1 exam, 1 paper

Grade: 45% final exam, 10% class participation, 45% 5-10pp paper, German majors and minors can get German credit by doing extra work

Exam format: take-home essay

GER 5011 ADVANCED COMPOSITION AND CONVERSATION

(Last taught: F93) prereq 3013, 4 cr

Instructor: FIRCHOW E

General Ed Req: none

This course is devised for undergraduate and graduate students who need to continue to work on their language skills. The course reviews pertinent questions in German grammar and style. Students are required to write a number of essays based on subjects covered in class. The standard Duden Grammar is used as a handbook for grammatical information, and there are a number of textbooks used containing exercises in vocabulary, syntax and style. The readings for this course are usually taken from German newspapers and journals such as die Zeit, der Spiegel, etc. Students are also required to represent oral reports in class on various subjects. Since the background of participating students often differs considerably, a lot of personal attention has to be given by the instructor.

Class time: there is little time devoted to lectures - most time is devoted to discussion and reports

Workload: pages of reading varies from week to week, six to eight weekly essays per quarter

Grade: based on attendance and participation in class, preparation,

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

oral reports, written essays

GER 5331 CULTURAL ANALYSIS

(Last taught: W94) prereq 3511, 3512 or 3513 or equiv, 4 cr
Instructor: WEISS G !!Morse Alumni Teaching Award Winner!!
General Ed Req: none

This course is designed for graduate students and very advanced undergraduates (especially students who intend to become teachers of German). The course intends to acquaint the participants with the theories and methods used for cultural analysis. After an initial discussion of the issues involved in the "German Studies" approach to the reading of literature, we will examine a number of late-19th century texts (or texts dealing with late 19th century issues) to examine to what extent the "German Studies" approach can be of help in understanding these documents. Texts that have been selected are the following: Edward Hall, "The Silent Language"; Theodor Fontane, "Die Poggenpuhls"; Mathilde Mohring; Georg Hermann, "Jettchen Gebert"; Carl Zuchmayer, "Der Hauptmann von Kopenick". Lectures and discussions in German.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 1 exam, 4 short oral report

Grade: 30% final exam, 20% special projects, 30% in-class presentations, 20% class participation

Exam format: essay

GER 5510 TOPICS IN CONTEMPORARY GERMAN CULTURE

(Last taught: S93) max 8 cr; prereq 3513 or equiv, 4 cr

Instructor: SCHISLER H

General Ed Req: none

This course in German studies will deal with the question of how Germans today deal with a past that offers few possibilities of positive identification. In particular questions that the "second generation" (the children of perpetrators of Nazi atrocities) have brought up in recent years will be discussed. The debate in the eighties that became known as the "Historikerstreit" will help us to understand the basic problems of how to live in a society that is guilty of systematic genocide as well as having caused two world wars in one century; a society, although a major pillar in the present order of Europe, which seems to be on probation forever, and is at least under the special surveillance by its European neighbors as well as by the rest of the world. The discussion in the Federal Republic of Germany under the heading confronting the past or denial as well as in the United States will be discussed. This is a reading course. We will discuss the texts in class. Knowledge of German is required, since many of the texts will be in German.

Class time: 70% lecture, 30% discussion

Workload: 100 pages of reading per week, 1 exam, 1 paper

Grade: 20% final exam, 20% written reports/papers, 10% in-class presentations, 50% class participation

Exam format: essay

GER 5621 GERMAN CINEMA FROM CALIGARI TO HITLER

(Last taught: W93) prereq 3XXX level film studies course or #, 4 cr
Instructor: MCCORMICK R

General Ed Req: none

"From Caligari to Hitler": The Cinema of Germany's Weimar Republic (1928-1933). The course introduces students to a crucial period in the history of the German cinema: from the end of WW I through its "golden age" during the 1920s, up until the beginning of the "Third Reich" in 1933. We will be looking at famous films like "The Cabinet of Dr. Caligari" (1919), "Metropolis" (1926), "The Blue Angel" (1930), but also at some less well-known films. The course places films both into film-historical and socio-historical contexts. We will read two classical studies of the German cinema, Kracauer's "From Caligari to Hitler" (1947), with its social-psychology approach, and Lotte Eisner's study, "The Haunted Screen" (orig. 1952), a more art-historical approach. We will critique these classic works of film history with the help of contemporary film critics, especially Patrice Petro, whose book "Joyless Streets" (1989) we will also read. Petro's book, based on examining issues of gender and of spectatorship in Weimar cinema, is the newest attempt to re-tell film history; in examining her arguments, we will have to take such issues into account as well.

Class time: 40% lecture, 40% discussion, 20% small group presen-

tations

Workload: 100 pages of reading per week, 1 exam, 1 paper

Grade: 40% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: take-home essay

GER 5630 TOPICS IN GERMAN CINEMA: GERMAN FILMMAKERS AND FEMINIST THEORY: PRODUCTIVE TENSIONS?

(Last taught: S93) max 8 cr; prereq 3000-level film studies course or #; may be applied to German maj or min if part of reading done in German, 4 cr

Instructor: MCCORMICK R

General Ed Req: none

German Women Filmmakers & Anglo-American Feminist Film Theory. The course explores both the feminist cinema developed in the 1970s and 1980s by German (and Austrian) women—Margarethe von Trotta, Jutta Bruckner, Helma Sanders-Brahms, Helke Sander, Ulrike Ottinger, Valie Export, Monika Treut—and the feminist film theory (theories) developed by women in Britain and the U.S. during the same period—Laura Mulvey, Teresa de Lauretie, Mary Ann Doane, Kaja Silverman, Judith Mayne, and others. Can Anglo-American feminist film theory—more often devoted to the critique of patriarchal cinema than to a discussion of feminist cinema—help us understand the practical achievements of filmmaking by women in Germany and Austria, and does the latter help us understand the former? Whether or not the "tensions" between the "negativity" of this particular body of theory and the "positivity" of these specific examples of filmmaking praxis ultimately prove to be productive, you will learn a lot about both in this seminar.

Class time: 40% lecture, 60% discussion, lecture includes sequence analysis

Workload: 100 pages of reading per week, 1 paper, 2 presentations (minimum) in-class/group

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: no exams - seminar paper only (10 pp minimum)

GREEK

GRK 1102 BEGINNING CLASSICAL GREEK

(Last taught: W94) §1020; prereq 1101, 5 cr

Instructor: TAYLOR

General Ed Req: none

Greek 1102 is a continuation of Greek 1101 in the three-quarter sequence. The course emphasizes developing a reading knowledge of the language upon the foundation of basic grammar. New noun forms will be introduced, as well as the past and future tenses of verbs and various forms of participles. The readings follow a continuous narrative. Students must have taken Greek 1101 or its equivalent recently.

Workload: 15 pages of reading per week, 1 exam, 2 quizzes per week

Exam format: Translations from Greek to English, some write-in answers about grammar, some write-in paradigms.

GRK 1111H HONORS COURSE: BEGINNING CLASSICAL GREEK

(Last taught: F92) prereq regis honors division or high ability as indicated by college entrance records, 5 cr

Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Please see the description for Greek 3051. Classes 3051 and 1111H will meet together. The primary distinction is the prerequisite: students enrolling for 3051 should have mastered a language other than their native one; students enrolling for 1111H should be students in the Honors program. Beyond this, no distinction will be made between Greek 3051 and 1111H.

GRK 1122H HONORS COURSE: BEGINNING CLASSICAL GREEK

(Last taught: W93) prereq 1111H, 5 cr

Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Please see the description for Greek 3052. Classes 3052 and 1122H

will meet together. The primary distinction is the prerequisite: students enrolling for 3052 should have mastered a language other than their native one; students enrolling for 1122H should be students in the Honors program. Beyond this, no distinction will be made between Greek 3052 and 1122H.

GRK 1122H HONORS COURSE: BEGINNING CLASSICAL GREEK

(Last taught: W94) prereq 1111H, 5 cr
Instructor: SHEETS G
General Ed Req: none

This is the first course of a two-course accelerated introduction to classical Greek. The follow-up course 3052/1122H meets in the Winter quarter and continues with the same Instructor and textbook. Students who successfully complete both courses will be prepared to move on in the Spring quarter to Greek 3106 (Homer), which is the sixth course in the normal (i.e., non-accelerated) beginning Greek sequence. In order of importance the goals for accelerated beginning Greek are: to master the essential elements of Greek grammar as a foundation for developing further reading ability; to develop a good sense of 'Attic' (= Athenian) prose style, including especially the style of Plato; to acquire some familiarity with the literature and civilization of the ancient Greeks; and to develop a good sense of English grammar and of the debt of the modern English language to classical Greek. Text: J. T. Allen "The First Year of Greek" 1937 currently available in 2 photocopied volumes from Copies on Campus in Coffman Union.

Class time: 50% lecture, 10% discussion, 40% recitation, translation, other in-class exercises

Workload: daily written assignments, 3-4 tests of 30 minutes, 1 final
Grade: 33% mid-quarter exam(s), 33% final exam, 33% written assignments and periodic short quizzes

Exam format: translation and grammar (morphologies and syntax)

GRK 3051 BEGINNING ANCIENT GREEK: ACCELERATED

(Last taught: F92) 3051-3052=, §1101, 1102, 1103, 1104, 5 cr
Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course is intended for students who want or need a rapid introduction to the essentials of Ancient (Classical) Greek. To enter this course, students should have attained a fair amount of mastery of a language other than their native tongue. Greek 3051 and 3052 are really inseparable parts of one course. In 3051, most but not all of the essential elements of grammar (syntax and morphology) will be mastered, and in 3052 more advanced elements of grammar will be encountered, and interesting passages of Greek literature will be read, analyzed, and discussed. Texts for 3051 will be: Hillard and Botting, 'Greek Elementary Translation Book', a workbook prepared for this course by the instructor, a short text giving the historical background of the Hillard and Botting readings in English, and a reference grammar for Ancient Greek. We do believe that this is an efficient approach - reading Ancient Greek - and sometimes even an enjoyable one, but we do advise the prospective student that an accelerated approach to another language does require a significant commitment of time and effort.

Class time: 20% lecture, 80% interaction among students and the instructor

Workload: 10 pages of reading per week, 5 exams

Grade: 80% in-class presentations, 20% four examinations spaced throughout the quarter

Exam format: Varied: identification of forms; changes of Greek forms from singular to plural; transformation of one verb tense,

voice, or mood to another; translation, comprehension, etc.

GRK 3052 BEGINNING ANCIENT GREEK: ACCELERATED

(Last taught: W93) 3051-3052=; prereq 3051, 5 cr
Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This is a continuation of Greek 3051. Students from Greek 3051 and 1111H will have mastered the basic forms and elementary syntax of the language. 3052 will explore more advanced syntactical features and will provide an introduction to reading unmodified classical Greek texts. Selections to be read include excerpts from the history of Herodotus and excerpts from Homer's "Iliad". All of the above readings will be unadapted but will have a running vocabulary and notes to facilitate a rapid acquisition of reading competence.

Class time: 15% lecture, 25% discussion, 60% student recitation

Workload: approximately 15 pages of hard text and five composition exercises per week

Grade: 30% final exam, 10% quizzes, 60% 4 tests at 15% each

Exam format: translation, essay, logic

GRK 3052 BEGINNING ANCIENT GREEK: ACCELERATED

(Last taught: W94) 3051-3052=; prereq 3051, 5 cr
Instructor: SHEETS G

General Ed Req: none

This is the first course of a two-course accelerated introduction to classical Greek. The follow-up course 3052/1122H meets in the Winter quarter and continues with the same Instructor and textbook. Students who successfully complete both courses will be prepared to move on in the Spring quarter to Greek 3106 (Homer), which is the sixth course in the normal (i.e., non-accelerated) beginning Greek sequence. In order of importance the goals for accelerated beginning Greek are: to master the essential elements of Greek grammar as a foundation for developing further reading ability; to develop a good sense of 'Attic' (= Athenian) prose style, including especially the style of Plato; to acquire some familiarity with the literature and civilization of the ancient Greeks; and to develop a good sense of English grammar and of the debt of the modern English language to classical Greek. Text: J. T. Allen "The First Year of Greek" 1937 currently available in 2 photocopied volumes from Copies on Campus in Coffman Union.

Class time: 50% lecture, 10% discussion, 40% recitation, translation, other in-class exercises

Workload: daily written assignments, 3-4 tests of 30 minutes, 1 final

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written assignments and periodic short quizzes

Exam format: translation and grammar (morphologies and syntax)

GRK 3106 GREEK POETRY

(Last taught: S93) prereq 1122 or 3052 or 3105 or Δ, 5 cr
Instructor: ALCHEMES J

General Ed Req: none

This course provides second-year students with an introduction to the poetry of Homer. Selections from the "Odyssey" are read in the original language, and discussed in the broader context of the poem, read in English.

Class time: 15% lecture, 85% discussion

Workload: 25 pages of reading per week, 5 exams, reading in Greek and English

Grade: 40% final exam, 60% quizzes, quizzes at 15% each

Exam format: translation, identification of grammatical forms and syntax

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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GRK 5350 GREEK LITERATURE: PHILOSOPHY

(Last taught: F93) max 12 cr, 4 cr

Instructor: KEULS E

General Ed Req: none

Passages by Plato, Aristotle, and others read in Greek.

Class time: 10% lecture, 10% discussion, 80% supervised translation (by students)

Workload: 20 pages of reading per week

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

Exam format: translation of short passages, one essay

GRK 5370 GREEK LITERATURE: EPIC

(Last taught: W93) max 12 cr, 4 cr

Instructor: KEULS E

General Ed Req: none

The course consists of readings from Homer's Iliad and Odyssey and from the Homeric hymns. At this level the emphasis is on the literal meaning of the Greek texts. Texts have not yet been selected.

Class time: 20% discussion, 80% students recite translations in class

Workload: 150 lines of reading per week

Grade: 40% mid-quarter exam(s), 50% final exam, 10% class participation

Exam format: translation of a review passage, grammatical questions, translation of a passage at sight

GRK 8120 ADVANCED UNDERGRADUATE GREEK READINGS

(Last taught: S93) prereq 3106 or 5 cr of 3120 or 3 yrs high school Greek or Δ, 5 cr

Instructor: ALCHERMES J

General Ed Req: none

This course provides second-year students with an introduction to the poetry of Homer. Selections from the "Odyssey" are read in the original language, and discussed in the broader context of the poem, read in English.

Workload: 25 pages of reading per week, 5 exams, reading in Greek and English

Exam format: translation, identification of grammatical forms and syntax

HEBREW

HEBR 1012 BEGINNING HEBREW FOR STUDENTS WITH PRIOR EXPOSURE

(Last taught: F93) §1101-1102-1103, total 15 cr for students who complete the sequence, 5 cr

Instructor: SHENDAR J

General Ed Req: none

Hebrew 1012 is the first in the sequence of two courses in Modern Hebrew for students with prior exposure. Students who complete the sequence will receive 15 credits. Emphasis this quarter will be given to the review of reading and writing skills, acquisition of vocabulary to facilitate simple conversation and simple written assignments, as well as the introduction and usage of grammatical forms, such as: nouns, adjectives, verb inflections in the different tenses and verb shapes. Stress will be given to listening and reading comprehension. However, students will be encouraged to take active part in class. Remember communication is the name of the game! Text: "Hebrew for Americans" by Jonathan Paradise, (purchased at Alpha Print).

Class time: 10% lecture, 70% discussion, 20% listening to audio tapes

Workload: 2 exams, language lab, weekly quizzes, weekly papers

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

Exam format: written form on weekly quizzes, dictation exercises (no multiple choice)

HEBR 1013 BEGINNING HEBREW FOR STUDENTS WITH PRIOR EXPOSURE

(Last taught: W94) prereq 1012, 5 cr

Instructor: SHENDAR J

General Ed Req: none

This course is a continuation of Hebrew 1012. It is the last in the sequence of two beginning courses in Modern Hebrew. Emphasis this

quarter will be on the expansion of vocabulary and grammatical control. Students will be introduced to the present and future tenses, as well as additional active verb shapes. While maintaining the stress on listening and reading comprehension, the skills of oral and written proficiency will receive special emphasis. Students will be required to submit weekly written or oral assignments. Text: Johnathan Paradise, "Hebrew for Americans" (purchased at Alpha Print).

Workload: weekly quiz, weekly written or oral assignments

Grade: 30% final exam, 70% 40% quizzes and midterm, 10% attendance and participation, 20% weekly assignments

HEBR 3015 ADVANCED MODERN HEBREW

(Last taught: F93) prereq 3013 or #, 4 cr

Instructor: SHENDAR J

General Ed Req: none

The course is designed to prepare the students to read various Hebrew genre; Biblical texts, Biblical commentary, contemporary Hebrew prose and literature, essays and news articles. There will be much emphasis on widening of vocabulary and study of expressions and idioms. Grammar will be taught in direct relation to the material read in class. Text: S.I. Agnon "Five Short Stories", "Anthology of Hebrew Prose and Poetry" Mifgashim Prof Adve Coehn, Bible.

Class time: 10% lecture, 80% discussion, 10% language laboratory

Workload: 10 pages of reading per week, 2 exams, 10 papers, weekly quizzes

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

Exam format: essay

HEBR 3016 ADVANCED MODERN HEBREW

(Last taught: W94) prereq 3015, 4 cr

Instructor: SHENDAR J

General Ed Req: none

This is a second in the sequence of three courses in Advanced Modern Hebrew. Students will work intensively with Modern Hebrew texts using the book "Mifgashim", by Professor A. Cohen, and intensive readings of four stories by Nobel Prize winner, Laurel S. Agmon. This class meets for 3 times per week, however students are required to work extensively at home for the 4 credits.

Class time: 20% lecture, 20% closed-circuit TV, 50% discussion, 10% laboratory

Workload: 10 pages of reading per week, 1 exam, 1 paper

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

Exam format: no multiple choice, essay questions, and grammar manipulations

HEBR 3111 RABBINICAL TEXTS

(Last taught: W94) prereq 3013 or 3017 or 3202 or #, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: none

An advanced Hebrew course. Teaches students how to analyze texts from Mishnah, Tosefta, Talmud, Midrash, Commentaries, Codes, Responsa. Usually conducted as a seminar of about 10 students.

Class time: 50% lecture, 50% discussion

Workload: 75 pages of reading per week, 2 papers

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

HEBR 3131 TALMUDIC TEXTS

(Last taught: W93) prereq 3013 or 3017 or 3202 or #, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: none

Study Talmud in Hebrew and Aramaic original texts. Develop your textuality and learn to argue Talmudically. Great preparation for budding lawyers, rabbis, ministers, business persons.

Class time: 10% lecture, 90% discussion

Workload: 40 pages of reading per week, 2 papers

Grade: 100% written reports/papers

HINDI

HINDI 5161 ADVANCED HINDI

(Last taught: F93) prereq 3033 or 5133 or #, 4 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Reading and discussion of short stories and other literature. In lecture,

information on authors and their place in the history of Hindi literature.

Class time: 10% lecture, 20% discussion, 70% translation; reading and writing short essays

Workload: 10 pages of reading per week, 2 exams, weekly homework
Grade: 30% written reports/papers, 20% class participation, 50% weekly assignments

Exam format: essay-translations-reports

HINDI 5162 ADVANCED HINDI

(Last taught: W94) prereq 5161, 4 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Emphasis is on reading, listening, speaking and writing skills. Readings and discussions with attention to different cultural contexts. Also, composition, development of vocabulary, and grammar review. Hindi newspapers, journals and/or short stories will be read.

Class time: 20% lecture, 20% discussion, 20% laboratory, 40% exercises emphasizing spoken and written language skills

Workload: 10 pages of reading per week, 2 exams, 4-6 written essays

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

Exam format: essay

HISTORY

HIST 1012 INTRODUCTION TO WORLD HISTORY

(Last taught: W94) no prereq, 5 cr

Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course is an introduction to world history for the modern period, 1450-1950. It will emphasize the modern transformation of the globe by the commercial and industrial revolution originating in Western Europe. The course will look comparatively at the effects of this change on selected countries in Asia, Africa and Latin America. Particular attention will be paid to Indonesia, South Africa and Mexico. The main themes will be the impact of the world economy and the development of nationalism. There are three lectures a week and two recitation sections.

Workload: 100 pages of reading per week, 3 exams, 1 paper, 2-3 short reports in sections

Exam format: 20% identification, 80% essay

HIST 1012 INTRODUCTION TO WORLD HISTORY

(Last taught: W93) no prereq, 5 cr

Instructor: SCHWARTZ S !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course is part of a three quarter sequence in world history. Each quarter may be taken independently of the others. It is aimed at lower division students and is intended as a preparation for further study of history. This course surveys the history of the world between 1500 and 1945. It seeks to examine processes and patterns in the interaction between various parts of the globe by concentrating on a variety of themes such as the rise of European hegemony, the creation of colonial empires, the demographic transformation, the industrial revolution and its effects, the roles of race, gender, and class, the rise of nationalism, and the creation of socialism. In addition to the broad survey, the course generally focuses in more depth on three non-European case studies. In recent years Mexico, Southern Africa, and Indonesia have been studied. Considerable attention is given to the internal dynamic of social and historical change within areas as well as the impact of international trends on them. The course is composed

of two lectures and two discussion sections per week.

Class time: 60% lecture, 40% discussion

Workload: 75 pages of reading per week, 2 exams, 2 papers

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

Exam format: essays and short identifications

HIST 1012H HONORS: INTRODUCTION TO WORLD HISTORY

(Last taught: W94) no prereq, 5 cr

Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course is an introduction to world history for the modern period, 1450-1950. It will emphasize the modern transformation of the globe by the commercial and industrial revolution originating in Western Europe. The course will look comparatively at the effects of this change on selected countries in Asia, Africa and Latin America. Particular attention will be paid to Indonesia, South Africa and Mexico. The main themes will be the impact of the world economy and the development of nationalism. There are three lectures a week and two recitation sections.

Workload: 100 pages of reading per week, 3 exams, 1 paper, 2-3 short reports in sections

Exam format: 20% identification, 80% essay

HIST 1021 INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: F92) §1021H, 5 cr

Instructor: TRACY J

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

The course surveys the background and beginnings of Western Civilization, from the Sumerians of ancient Mesopotamia (ca 3000 B.C.) through the history of Greece and Rome, down to the time of Emperor Constantine's conversion to Christianity (314 A.D.). Lectures emphasize political, religious and cultural history. Discussion sections emphasize writing (1 7 page paper, written and then revised, plus 3 informal writing assignments) as well as the analysis of primary sources, or readings from the period being studied.

Class time: 60% lecture, 40% discussion

Workload: 80 pages of reading per week, 2 exams, 1 paper, informal writing assignments

HIST 1021H HONORS COURSE: INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: F92) §1021, 5 cr

Instructor: TRACY J

General Ed Req: none

During this honors discussion section, taught by the instructor, students take turns preparing and leading discussion on primary source readings; there will also be three informal writing assignments, plus one 7-page paper to be written and then rewritten.

Class time: 100% discussion

Workload: see History 1021

Grade: 20% mid-quarter exam(s), 40% final exam, 30% written reports/papers, 10% in-class presentations

Exam format: essay

HIST 1022 INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: W93) §1022H, 5 cr

Instructor: BACHRACH B

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Medieval Europe from the end of Antiquity to the Renaissance.

Class time: 60% lecture, 40% discussion

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 150 pages of reading per week, 2 exams, 2 papers
Grade: 20% mid-quarter exam(s), 40% final exam, 40% written reports/papers
Exam format: short and long essay

HIST 1022 INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: W94) §1022H, 5 cr
Instructor: HANAWALT B
General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)
This course presents a lively view of the European Middle Ages. Lavishly illustrated with slides and enriched with reading from works written by people at the time, the course is designed to introduce students to the reality behind the knights, peasants, monks, nuns, scholars, and kings that are part of our cultural history. The course offers an overview of the peoples and events that shaped our modern world. The second component of the course, discussion sections, is designed to facilitate reading and reasoning skills and personal expression as well as proficiency in writing.
Class time: 50% lecture, 50% discussion section
Workload: 100 pages of reading per week, 3 exams, 5 papers
Exam format: essay

HIST 1022H HONORS: INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: W93) §1022, 5 cr
Instructor: BACHRACH B
General Ed Req: none
Medieval Europe from the end of Antiquity to the Renaissance.
Class time: 60% lecture, 40% discussion
Workload: 150 pages of reading per week, 2 exams, 3 papers
Grade: 20% mid-quarter exam(s), 40% final exam, 40% written reports/papers
Exam format: short and long essay

HIST 1022H HONORS: INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: W94) §1022, 5 cr
Instructor: HANAWALT B
General Ed Req: none
This course presents a lively view of the European Middle Ages. Lavishly illustrated with slides and enriched with reading from works written by people at the time, the course is designed to introduce students to the reality behind the knights, peasants, monks, nuns, scholars, and kings that are part of our cultural history. The course offers an overview of the peoples and events that shaped our modern world. The second component of the course, discussion sections, is designed to facilitate reading and reasoning skills and personal expression as well as proficiency in writing.
Class time: 50% lecture, 50% discussion section
Workload: 100 pages of reading per week, 3 exams, 5 papers
Exam format: essay

HIST 1023 INTRODUCTION TO WESTERN CIVILIZATION FROM THE AGE OF LOUIS XIV TO THE END OF WORLD WAR II

(Last taught: S93) §1023H, 5 cr
Instructor: KIEFT D !!Morse Alumni Teaching Award Winner!!
General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)
The primary purpose of this course is to acquire a knowledge of how the people of Europe were governed in modern times, what they believed and thought, and how they lived. Its other purpose is to cultivate the ability to remember, to reason, and to write. History is the remembered past, the written and spoken record of what one age thinks is interesting and significant about another. It is also a basis for what a liberally educated person should know.
Class time: 60% lecture, 40% discussion, 3 visits to the Minneapolis Institute of Art
Workload: 100 pages of reading per week, 2 exams, 3 papers, one long paper (7-8 pages) and two short
Grade: 20% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 10% quizzes
Exam format: essay

HIST 1023H INTRODUCTION TO WESTERN CIVILIZATION

(Last taught: S93) prereq #, 5 cr
Instructor: KIEFT D !!Morse Alumni Teaching Award Winner!!
General Ed Req: none
For full description see Hist 1023.
Class time: 60% lecture, 40% discussion, 3 visits to the Minneapolis Institute of Art
Workload: 100 pages of reading per week, 2 exams, 3 papers, one long paper (7-8 pages) and two short
Grade: 20% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 10% quizzes
Exam format: essay

HIST 1302 AMERICAN HISTORY

(Last taught: W93) §1302H, 5 cr
Instructor: GREEN G !!Morse Alumni Teaching Award Winner!!
General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)
Survey of American History since 1880. Main themes are: 1) development of a pluralistic society, 2) growth of predominantly corporate political economy, and 3) emergence of United States as a world power. Three lectures per week. With two small section meetings each week (maximum of 20 students per section) we are able to work on close analysis of readings and historical source documents and also help students to improve their writing skills.
Class time: 60% lecture, 40% discussion
Workload: 120 pages of reading per week, 1 exam, 2 papers, short writing assignments in sections
Grade: 30% final exam, 50% written reports/papers, 20% class participation
Exam format: essay

HIST 1302 AMERICAN HISTORY

(Last taught: W94) §1302H, 5 cr
Instructor: SPEAR A
General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)
This course is designed to give students a basic familiarity with American history since the end of reconstruction. While it will cover the history of domestic and foreign policy, there will be a special emphasis on the experiences of ordinary Americans, including people of color, women, workers, farmers and gay men and lesbians. There will be two 75-minute lectures each week, given by the professor, and two discussion sections led by teaching assistants. The sections will focus on the development of writing skills and will require several short papers. There will also be a final examination and several short quizzes. The reading includes a basic text, a reader emphasizing historiographical controversies, and a collection of historical documents.
Class time: 50% lecture, 50% discussion
Workload: 100 pages of reading per week, 1 exam, 3 papers, several quizzes
Exam format: essay

HIST 1302H HONORS COURSE: AMERICAN HISTORY

(Last taught: W93) §1302, 5 cr
Instructor: GREEN G !!Morse Alumni Teaching Award Winner!!
General Ed Req: none
Survey of American History since 1880. Main themes are: 1) development of a pluralistic society, 2) growth of corporate political economy, and 3) emergence of United States as a world power. Three lectures per week. Twice weekly honors section meetings with Professor Green will concentrate on analysis of historical interpretations and primary source documents. We will also work to improve student writing skills.
Class time: 60% lecture, 40% discussion
Workload: 120 pages of reading per week, 1 exam, 2 papers, short writing assignments in sections
Grade: 30% final exam, 50% written reports/papers, 20% class participation
Exam format: essay

HIST 1302H HONORS COURSE: AMERICAN HISTORY

(Last taught: W94) §1302, 5 cr
Instructor: SPEAR A

General Ed Req: none

This course is designed to give students a basic familiarity with American history since the end of reconstruction. While it will cover the history of domestic and foreign policy, there will be a special emphasis on the experiences of ordinary Americans, including people of color, women, workers, farmers and gay men and lesbians. There will be two 75-minute lectures each week, given by the professor, and two discussion sections led by teaching assistants. The sections will focus on the development of writing skills and will require several short papers. There will also be a final examination and several short quizzes. The reading includes a basic text, a reader emphasizing historiographical controversies, and a collection of historical documents.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 1 exam, 3 papers, several quizzes

Exam format: essay

HIST 3031 MEDICINE AND DISEASE IN HISTORY

(Last taught: F93) §HMed 3001, 4 cr

Instructor: EYLER J

General Ed Req: none

This course is the first quarter of a year's introduction to the history of disease and to the social and intellectual history of European and American medicine. It is designed to form a part of a general liberal arts education, and it presupposes no special technical knowledge of the biomedical sciences. The three quarters in the sequence form a chronological chain, but one quarter can be taken without prior enrollment in its predecessors. The focus of Hist 3031 is from classical antiquity to the late seventeenth century. We will investigate the development of knowledge of the human body and rational systems of explaining and dealing with disease and injury. We will also consider the role of religious beliefs and other cultural forces in the response to disease in Western tradition. The history of bubonic plague in Europe will provide a special opportunity to study how disease, social condition, and intellectual change are related.

Class time: 75% lecture, 15% discussion, 10% film and slides

Workload: 100 pages of reading per week, 2 exams

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

Exam format: essay

HIST 3032 MEDICINE AND DISEASE IN HISTORY

(Last taught: W94) §HMed 3002, 4 cr

Instructor: EYLER J

General Ed Req: none

This course is the second quarter of a year's introduction to the history of disease and to the social and intellectual history of European and American medicine. It is designed to form a part of a general liberal arts education, and it presupposes no special technical knowledge of the biomedical sciences. The three quarters in the sequence form a chronological chain, but one quarter can be taken without prior enrollment in its predecessors. The focus of Hist 3002 is from the late seventeenth century to the mid-nineteenth century. We will investigate the practice of physicians, surgeons, midwives, and some of the alternative health care providers. We will also study the role of institutions and of social and economic change in the development of health care policies in Europe and America. During this quarter the histories of Asiatic cholera and of smallpox provide opportunities to consider the changing patterns of disease and death and the human response to major epidemics.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week, 2 exams, regular, informal participation in discussion sections

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

Exam format: essay

HIST 3033 MEDICINE AND DISEASE IN HISTORY

(Last taught: S93) §HMed 3003, 4 cr

Instructor: EYLER J

General Ed Req: none

This course is the third quarter of a year's introduction to the history of disease and to the social and intellectual history of European and American medicine. It is designed to form a part of a general liberal arts education, and it presupposes no special technical knowledge of the biomedical sciences. The three quarters in the sequence form a chronological chain, but one quarter can be taken without prior enrollment in its predecessors. The focus of Hist 3003 is on American developments since the mid-nineteenth century. We will investigate the practice of physicians, surgeons, and some of the alternative health care providers. We will also study the growth and professionalization of health care and its increasing use of science and technology. The evolution of the hospital, the training of physicians, and the responses to infectious diseases, to occupational diseases, and to diabetes will be particularly important case studies.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week, 1 exam, 2 papers, regular, informed participation in discussion

Grade: 40% final exam, 50% written reports/papers, 10% class participation

Exam format: essay

HIST 3151 HISTORY OF THE BRITISH ISLES

(Last taught: F92) no prereq, 4 cr

Instructor: ALTHOLZ J

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Covers English history from the Anglo-Saxons through the Norman conquest, medieval developments, the origins of Parliament, the Reformation and the beginnings of the political crises of the 17th century. Also covers the other parts of the British Isles: Wales, Scotland and Ireland. Three lectures and a discussion section each week. For this quarter only, there will be two paperback textbooks and a book of readings.

Class time: 75% lecture, 25% discussion

Workload: 65 pages of reading per week, 2 exams, section assignments determined by TA, quizzes in sections

Grade: 25% mid-quarter exam(s), 50% final exam, 25% work done in sections

Exam format: essay

HIST 3151 HISTORY OF THE BRITISH ISLES

(Last taught: F93) no prereq, 4 cr

Instructor: LEHMBERG S !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Covers English history from the Anglo-Saxons through the Norman conquest, medieval developments, the origins of Parliament, the Reformation and the beginnings of the political crises of the 17th century. Also covers the other parts of the British Isles: Wales, Scotland and Ireland. Three lectures and a discussion section each week. For this quarter only, there will be two paperback textbooks and a book of readings.

Class time: 75% lecture, 25% discussion

Workload: 65 pages of reading per week, 2 exams, section assignments determined by TA, quizzes in sections

Grade: 25% mid-quarter exam(s), 50% final exam, 25% work done in sections

Exam format: essay

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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HIST 3152 HISTORY OF THE BRITISH ISLES

(Last taught: W94) no prereq, 4 cr

Instructor: ALTHOLZ J

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Covers the history of the British Isles from the political crises of the 17th century through the rise of industrialism and democracy to the 20th century. Also includes the history of the British Empire. Three lectures and a discussion section each week. Two sequential paperback textbooks and a book of readings.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 2 exams, section assignments set by TA, including quizzes

Grade: 25% mid-quarter exam(s), 50% final exam, 25% section assignments

Exam format: essays, with some short identifications

HIST 3222 EUROPEAN SOCIAL HISTORY THROUGH LITERATURE

(Last taught: W94) no prereq, 4 cr

Instructor: RUDOLPH R

General Ed Req: none

Novels, short stories and plays are used to examine some of the main elements in European social history from the eighteenth through the nineteenth centuries. Topics dealt with include social change, patterns of class, family and gender roles. There are a series of mini-lectures to orient the student as to the main approaches of modern social historians. The course consists primarily, however, in class discussions of the ways in which these topics are illuminated and reflected in the literature. Students are required to keep a journal of their own thoughts and reactions about the lectures, readings, and class discussions.

Class time: 20% lecture, 80% discussion

Workload: 150 pages of reading per week, journals

Grade: 30% class participation, 70% journals

HIST 3272 EARLY MODERN SCANDINAVIA TO 1807

(Last taught: W94) §Scan 3272, 4 cr

Instructor: METCALF M !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course is designed to introduce students to the history of the Nordic countries and peoples during the early modern period, to familiarize students with the broad issues of concern to historians of early modern Europe, and to stimulate the critical faculties and writing and research skills of students in the course. Topics covered include the nature of the "new monarchy," reasons for its relative success in Sweden and failure in Denmark to 1660, a comparison of the social and economic structures of various parts of Scandinavia 1500-1800, and an analysis of the rise and fall of the Scandinavian monarchies as players in the great power struggles of the seventeenth and eighteenth centuries. Regular attendance and timely completion (and, where necessary, revision) of written assignments is crucial. Graduate students may participate under special registration arrangements that include additional assignments. Lectures will be given by Professor Metcalf and by Mary Beth Ailes, an advanced graduate student in early modern Scandinavian history.

Class time: 80% lecture, 20% discussion

Workload: 150 pages of reading per week, 1 exam, 1 paper, 1 article review, 1 document analysis

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

Exam format: essay, short answer, map questions

HIST 3281 INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE

(Last taught: F93) §Hum 3281, 4 cr

Instructor: THAYER J

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

This is 1st quarter of 3 quarter sequence dealing with logical, epistemological and philosophical issues of the historical, social and natural sciences since the late 17th century. Issues of aesthetics and criticism are also treated. Students need not, and generally have not, taken the qtrs in sequence, nor necessarily taken all 3 qtrs. No prereq. Class size varies from a maximum of 90-100 to a minimum of 30-40, depending on qtr and readings assigned. Students who shy away from paper-writing courses should be advised that the grade for each qtr's work rests solely on single paper presented at time of scheduled final

exam. No in-class exam. Given the difficulty of some of the readings, lists of questions are handed out for each of assigned readings. These questions are not to be answered, but serve as guides to most significant passages in texts. The course is also a training in reading what at first glance may appear to be highly specialized, even esoteric discussion. But experience has shown that papers produced in this course are of a very high order of stylistic and analytic clarity.

Class time: 90% lecture, 10% discussion

Workload: 1 exam

Grade: 100% final exam

Exam format: a paper describing and comparing the major concepts of the assigned readings

HIST 3282 INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE

(Last taught: W94) §Hum 3282, 4 cr

Instructor: THAYER J

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

This is the 2nd qtr of a 3 qtr sequence dealing with logical, epistemological aspects of the social, historical and natural sciences since the late 17th century. Related issues of aesthetics and criticism are also covered. The 1st qtr included readings from Berkeley, Hume, Kant, the physicist Werner Heisenberg, as well as from the philosopher-poet Alexander Pope. Students need not take the qtrs in chronological sequence. HIST 3282 will deal with the development out of some aspects of Kantian philosophy and aesthetics of Sociology, as well as with its rival explanatory theory of history, Marxism. There is no text, but a central work, in which the relationship between language, literature and Sociology is made clear, the last Raymond Williams "Culture and Society:1780-1950" will serve as a framework. Documentary readings from political-economic theorists, i.e. Smith, Ricardo, Malthus, Bentham, Carlyle, et al. will also be used. Class size varies from 75-100. Students who shy away from paper-writing courses should be advised that there is no in-class examination, grade being determined by a single paper that will describe and compare the basic ideas of the assigned writers. One so-called "industrial novel" will also be assigned.

Class time: 90% lecture, 10% discussion

Workload: 1 paper, pages of reading varies per week

Grade: 100% written reports/papers

Exam format: a single paper describing and comparing the ideas of the assigned authors.

HIST 3283 INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE

(Last taught: S93) no prereq, 4 cr

Instructor: THAYER J

General Ed Req: none

This is the third and final quarter of a sequence of primary readings illustrating the fundamental logical-epistemological issues in the natural, historical and social sciences, also the closely-related problems of aesthetics and language, from the last seventeenth century to the present. Enrollment in History 3-281 & 3-282 is not required. Prospective students are advised that examination is by a single paper describing and comparing the ways the assigned authors have dealt with these age-old problems in philosophy, sciences (natural or historical), the arts and linguistics. The grade for the course rests entirely on this paper. Lists of questions relating to the assigned readings are distributed as the course progresses. These questions are not to be answered. They serve as guides, as aids to our understanding of the works to be read. There is no text as such for the course. Discussion, especially as a means of clarifying readings and/or the lectures, is encouraged, either during class time or the instructor's office hours.

Class time: 90% lecture, 10% discussion

Workload: 1 paper

Grade: 100% written reports/papers

Exam format: a single paper describing and comparing the principal ideas of the assigned authors.

HIST 3401 SURVEY OF LATIN AMERICAN HISTORY: COLONIAL PERIOD TO 1800

(Last taught: F92) §1401, LAS 3401, 4 cr

Instructor: SCHWARTZ S !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

Introduction to Latin American history from pre 1492 to c. 1780. Emphasis on Indian civilizations, conquest, colorization and social developments. Lectures, readings and class discussion are complementary aspects of the course.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, discussion sections

Grade: 20% mid-quarter exam(s), 30% final exam, 50% lab work

Exam format: essay

HIST 3403 SURVEY OF LATIN AMERICAN HISTORY: 1929 TO PRESENT

(Last taught: W94) §1403, LAS 3403, 4 cr

Instructor: MCCA R

General Ed Req: (CLA: WS) (CBS: WS)

This course surveys the history of 9 Latin American countries from 1930 to 1990. Four themes stand out: 1) mass politics (revolution, democracy and militarism); 2) economic development (nationalism, dependency and capitalism); 3) social change (population growth, modernization, gender); 4) United States Latin American relations.

Class time: 66% lecture, 33% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 10 class participation in sections

Grade: 20% mid-quarter exam(s), 30% final exam, 50% discussion, participation and paper

Exam format: essay, identification

HIST 3410 TOPICS IN LATIN AMERICAN HISTORY

(Last taught: S93) no prereq, 4 cr

Instructor: AGUIRRE

General Ed Req: (CLA: WS) (CBS: WS)

This course will be taught in Spanish, and is part of the Foreign Language Immersion Program (FLIP) organized by the Institute of International Studies. To enroll, students must fit the requirements set up for the FLIP. The course is a survey of Latin American history from 1900 to the present. It will review the major political, social, and economic transformations that affected the region during that period. The main goal is to provide the student with the intellectual tools and the historical sensibility necessary to understand current developments in the region. Although the course is organized in a country-by-country sequence, it will underline common patterns and large processes. Beginning with the formation of export economies in the region at the end of the 19th century, the course will cover topics such as the Mexican revolution, the tension between militarism and democracy, the emergence of populism, the relationship between Latin America and the United States and other foreign powers, the Cuban and Nicaraguan revolutions, the military dictatorships of the 1970s and many others. The students will read a selection of book chapters, articles, primary sources, and newspaper pieces, all of them in Spanish. Films/videos used.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 2 exams, 1 map quiz, 2 quizzes

Exam format: short identifications, matching, essay

HIST 3421 THE WORLD AND THE WEST

(Last taught: F92) §1421, 4 cr

Instructor: KOPF D

General Ed Req: none

First of a two-qr. course on modern comparative world history. Deals with events, themes, ideas, and problems which are int'l. rather than national or cross-cultural rather than confined to any one society, culture, or civilization. The title of the course suggests a central thesis: the key to understanding the world we live in can be found not

so much in the internal history of national cultures, but rather in the history of various kinds and levels of interaction between the "West" and the "non-West." Content will include politics, economics, society, culture, consciousness and thought, science, technology, disease and medicine, sex, and other crucial concerns of the human race. Such a course is designed to cover wide areas of human endeavor in historical perspective and can serve as an excellent introduction to other specialized courses. The following book should provide the basic factual background of the course: Stanley Chodorow, et al., 'A History of the World.' We shall cover the portion of the book which deals with the period before 1900 or, in some instances, up to 1914. Students are responsible for book assignments. Lectures do not necessarily reflect book material. Tests will be derived from book and lecture.

Class time: 70% lecture, 20% discussion, 10% slides; videos

Workload: 60 pages of reading per week, 2 exams, optional papers

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% hand in world map end of quarter

Exam format: essay

HIST 3442 SURVEY OF CHICANO HISTORY, 1900 TO PRESENT

(Last taught: W94) §Chic 3442, LAS 3442, 4 cr

Instructor: VALDES D

General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)

The 20th century Chicano experience. Covers migration, repatriation. The Braero program, contemporary Chicano politics, the Chicano movement, work, society and culture. Lecture classroom format with 2-3 videos/movies on selected topics. A wide range of reading from texts and articles.

Class time: 60% lecture, 10% closed-circuit TV, 30% discussion

Workload: 100 pages of reading per week, 2 exams, 3 papers

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

Exam format: essay

HIST 3452 SURVEY OF ASIAN CIVILIZATIONS IN THE MIDDLE PERIOD

(Last taught: W94) §1452, 1452H, 4 cr

Instructor: KOPF D

General Ed Req: none

The course is the second of a three course sequence on the comparative history of civilizations in Asia. It deals with the middle period in Asian history when Islam, Hinduism and Buddhism first developed into vital world religions; the pivot of civilization shifted southward in India and China creating new cultures in Japan and Southeast Asia; and finally, the Central Asian heartland exploded with the advent of the Mongols leading to an era of Central Asian dominance throughout Eurasia. The approach, methodology and conceptual framework for the course can be found in the textbook ("The Comparative History of Civilizations in Asia", Westview, 1986) written by historians of Asia in the University of Minnesota History Department. The course offers an excellent introduction to the history of Asia, the medieval world outside of Europe, and a deeper understanding of the comparative history of humanity.

Class time: 65% lecture, 10% discussion, 25% videos on silk road, Mongols, world religions

Workload: 30 pages of reading per week, 2 exams, 1 paper, map of important historical sites of medieval Asia; paper is optional

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% map assignment

Exam format: midquarter - short answer; final - essay

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

HIST 3463 INTRODUCTION TO EAST ASIA IN MODERN TIMES

(Last taught: F93) §1463, EAS 1463, 4 cr

Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course surveys the modern history of China, Japan, Korea and Vietnam. It looks at the collapse of the traditional order in the 19th Century, colonialism, the modernization of Japan, World War II, communism in China and the war in Vietnam.

Class time: 60% lecture, 30% discussion, 10% slides

Workload: 80 pages of reading per week, 3 exams, 1 paper, 1 map exercise

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

Exam format: 20% identification, 80% essay

HIST 3464 EARLY MODERN CHINA, 1350-1750

(Last taught: W94) §5464, 4 cr

Instructor: WALTNER A

General Ed Req: (CLA: WS) (CBS: WS)

This course covers the social and intellectual history of early modern China. We will read primary sources, including fiction and poetry, as well as secondary works of scholarship. We will look at how society was organized and how social organization changed. It should be of interest to students of Chinese literature, as well as those interested in history.

Class time: 70% lecture, 30% discussion

Workload: 150 pages of reading per week, 3 papers, take-home final

Grade: 70% written reports/papers, 30% class participation

Exam format: take-home essay

HIST 3465 CHINA'S RESPONSE TO THE WEST, 1750-1911

(Last taught: F93) §5465, EAS 3465, 4 cr

Instructor: WALTNER A

General Ed Req: (CLA: WS) (CBS: WS)

This course will examine the social, intellectual and political history of China from 1750 to 1911. In chronicling the decline of the last Chinese dynasty, we will look at the internal logic of Chinese history as well as examining the impact of western ideas and institutions on Chinese society. Western imperialism, eighteenth century population growth, internal rebellion and reform movements are all topics we will address. We will look at a variety of ways of conceptualizing social change. The class format will be a mixture of lecture and discussion. Students will be asked to do several short writing assignments using primary documents as their sources. I encourage students to use their imaginations in these assignments. Much of the assigned reading will be primary sources, including fiction. We will read portions of the eighteenth century novel "The Story of the Stone"; Philip Kuhn's "Soulstealers", which discusses a sorcery episode; Pamela Crossley's "Orphan Warriors", which deals with the question of Manchu ethnicity, as well as other texts which deal with ordinary life in nineteenth century China.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 2 exams, 2 papers

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

Exam format: identification of terms and essay

HIST 3468 PEOPLE'S REPUBLIC OF CHINA: THE COMMUNIST REVOLUTION, 1900 TO PRESENT

(Last taught: F93) §5468, EAS 3468, 4 cr

Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: WS) (CBS: WS)

The main purpose of this course is to provide the student with an overview of the communist phase of the Chinese revolution, including some fundamentals of Marxism-Leninism, events in the revolution, the development of the Chinese Communist Party, the thought of Mao Zedong, the Chinese social system, and aspects of current development policies. Secondary goals include reading and discussion of Chinese literature and descriptions of Chinese life, a consideration of the nature of a revolutionary society, the study of a non-Western culture, and the opportunity to write a paper.

Class time: 80% lecture, 10% discussion, 10% slides

Workload: 80 pages of reading per week, 2 exams, 1 paper, 1 map exercise

Grade: 20% mid-quarter exam(s), 30% final exam, 50% written reports/papers

Exam format: 20% identification; 80% essay

HIST 3471 TWENTIETH CENTURY JAPAN

(Last taught: W94) §5471, EAS 3471, 4 cr

Instructor: MARSHALL B

General Ed Req: (CLA: WS) (CBS: WS)

Objectives: to introduce the student to the historical experience of Japan from the 1910s to the 1980s. The first third of the course will explore the domestic social, cultural and political changes accompanying industrial growth in the 1920s. It will be possible to examine internal as well as external causes of Japanese aggression in the 1930s and 40s as well as to examine some of the revision views of the Pacific War. The last third of the course focuses on the American Occupation reforms and their legacy for political and economic life in the postwar era.

Class time: 90% lecture, 5% discussion, 5% slides

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: essay

HIST 3474 RISE OF MODERN JAPAN, 1853-1914

(Last taught: F93) §EAS 3474, 4 cr

Instructor: MARSHALL B

General Ed Req: (CLA: WS) (CBS: WS)

To introduce the student to the historical experience of Japan during the Meiji "revolution"-a transition from the "traditional" society of the Tokugawa shogunate (1600-1867) to the "modern" culture of the Meiji period (1868-1912). The first third of the course will explore the internal social, cultural and political changes as well as foreign intrusion which destroyed the old regime. It will then be possible to examine the native sources as well as the Western influences that produced Japan's constitutional monarchy, parliamentary institutions, industrial economy, modern social structure and overseas conquests. Finally the course will explore the legacy of the Meiji period for 20th century Japan, discussing the signs of social and cultural stress stemming from these "successes." No prereqs. The course is designed with three types of undergrads in mind. It is a self-contained introduction for the general liberal arts undergrad as well as those intending to go on in, e.g., the School of Management or Journalism. It will also continue to fulfill one of the major requirements for History majors. Finally, majors in East Asian Studies and the new Asian track of the Int'l Relations can continue to use it to complete their requirements.

Class time: 90% lecture, 10% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 50% final exam, 20% written reports/papers

Exam format: essay

HIST 3481 CLASSICAL AND HINDU INDIA

(Last taught: W94) no prereq, 4 cr

Instructor: KOPF D

General Ed Req: (CLA: WS) (CBS: WS)

The course will deal with social, cultural, economic, political and ideological developments in India during the classical and medieval Hindu era. The course attempts to explode myths about the roots of Indian civilization and generally accepted images of Hinduism. The aim is to construct a viable history of the world region in the comparative perspective of 20th century historiography and from questions often asked by non-historians in South Asian area studies. The course is designed as topical and problem-oriented rather than as narrative and descriptive. Two books serve as the required reading of the course: R. Thapar, "History of India" (Penguin Paperback), Vol I; and A. Embree, "Sources of Indian Tradition" (Columbia Paperback), Vol I. Thapar should be read for the basic factual information every student of ancient Indian history should know. Embree's book provides primary sources in the English language.

Class time: 75% lecture, 10% discussion, 15% video and slides

Workload: 40 pages of reading per week, 2 exams, 1 paper, map of important historical sites of ancient India; paper is optional

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% map assignment

Exam format: midquarter - short answer; final is essay

HIST 3484 HISTORY OF SOUTHEAST ASIA

(Last taught: F93) no prereq, 4 cr

Instructor: KOPF D

General Ed Req: (CLA: WS) (CBS: WS)

This is the only course at the U of M which covers the history of the geo-cultural region known as Southeast Asia from the earliest known period to as close to the present as we can get without violating historical perspective. Often Southeast Asia is predominantly about Vietnam because of the American war against that nation. This course deals with the history of the entire region not from the point of view of American foreign policy in Vietnam but from the point of view of Southeast Asians themselves and their own history over thousands of years. The peoples and cultures of Burma, Thailand, Malaysia, Indonesia, Cambodia, Vietnam and the Phillipines are depicted in a way which is expressed in their own historiographical traditions. The professor brings to his lectures his extensive knowledge of the area from years of study and travel. His vast collection of slides and videos are integrated into the course.

Class time: 70% lecture, 20% discussion, 10% slides, video

Workload: 60 pages of reading per week, 2 exams, 1 paper, map of Southeast Asia; paper is optional

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% world map; extra credit paper

Exam format: essay

HIST 3489 MODERN INDIA

(Last taught: F92) no prereq, 4 cr

Instructor: KOPF D

General Ed Req: (CLA: WS) (CBS: WS)

The course is designed to understand the first nine decades of India in the twentieth century from a historical perspective. Though the course is organized chronologically, it deals chiefly with topics, issues and problems, such as the imperialist background, the quest for a new culture and cultural identity in the modern world, socio-religious reformation, the national awakening, national liberation movement among Hindus and Muslims, Indian national congress, Gandhi, Nehru, Bose, Jinnah, the birth of India and Pakistan, etc. The course also deals with the diversity of Indian culture today from language, film, dance, art and literature to science and scholarship.

Class time: 70% lecture, 20% discussion, 10% slides; videos

Workload: 60 pages of reading per week, 2 exams, optional papers; maps of India to be handed in at end of quarter

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% maps to be handed in at end of quarter

Exam format: essay

HIST 3621 RENAISSANCE ITALY, 1200-1530

(Last taught: W93) no prereq, 4 cr

Instructor: TRACY J

General Ed Req: none

This course deals with the political, social, cultural, and religious history of the City-states of Northern and Central Italy during the Middle Ages and the Renaissance from about 1250 to about 1530. Papers are geared to readings from primary sources (e.g. the Humanists, Machiavelli).

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 3 papers

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

Exam format: essay

HIST 3623 THE REFORMATION IN GERMANY

(Last taught: F92) no prereq, 4 cr

Instructor: TRACY J

General Ed Req: none

The course covers German history during the era of the Reformation, from about 1500 to about 1580, with an emphasis on humanism and church-state conflict, the theology of Luther and Calvin, the social history of religious movements, the Catholic counter-reformation, and the success or failure of the various reformations in their efforts to change the behavior of ordinary people. Papers and periods for class discussion are tied to an analysis of primary source readings, e.g. works by Luther, Erasmus, Calvin, etc.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 3 papers

HIST 3626 FRANCE FROM LOUIS XIV THROUGH THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA

(Last taught: W94) no prereq, 4 cr

Instructor: PHILLIPS C

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Beginning with the long reign of Louis XIV in the 17th Century, the course will proceed chronologically to the early 19th Century, analyzing a series of issues that have resonance in the present as well as in the past: How were government and society organized in the Old Regime? What roles did social structure, economic class, gender, education, and religion play in defining the hierarchy of power in the Old Regime? Why and how did French society spawn a violent revolution at the end of the 18th Century? How did that revolution affect the structure of government and society? What accounts for the rise of Napoleon Bonaparte to power in revolutionary France? How did he use that power and what were the consequences for the French and other Europeans? By examining French and European history at this crucial juncture, students can gain a much better understanding of human motivation and conflict, problems of internal governance and foreign policy, and the extraordinary power of ideas and ideals in the modern world. Class time will be mostly devoted to lectures, illustrated by maps, overhead projections, slides, and occasional use of other audio-visual materials. Will be encouraged to raise questions and comment upon material presented.

Class time: 98% lecture, 2% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written reports/papers

Exam format: essay, both long and short

HIST 3636 RUSSIAN HISTORY FROM THE ORIGINS TO PETER THE GREAT

(Last taught: W93) §5132, 4 cr

Instructor: NOONAN T

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course examines the history of Russia and Ukraine from the time when the first Rus' state arose ca. 850 until the ascension of Peter the Great ca. 1690. Topics of special interest are: the origins of the Rus' state, the conversion to Christianity, the political fragmentation of Rus', the Mongol conquest and Mongol rule of the Rus' lands, the rise of Muscovy and Lithuania, the formation of the Muscovite state, the enslavement of the peasantry, the reign of Ivan the Terrible, the Time of Troubles, the crisis of 17th-century Muscovy, and the Ukraine between Poland and Muscovy (1569-1690).

Class time: 90% lecture, 10% discussion

Workload: 100 pages of reading per week, 3 exams

Grade: 3 exams each counting 33.3%

Exam format: essay

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

HIST 3642 KNIGHTS, PEASANTS, AND BANDITS IN MEDIEVAL ENGLAND

(Last taught: W93) no prereq, 4 cr

Instructor: HANAWALT B

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

The course emphasizes social history. It explores the ways that the ordinary and some not so ordinary people coped with the major historical events that occurred in England from the Norman Conquest to the Tudor Dynasty. We will look at what happened to the Anglo-Saxon population during and after the Norman Conquest, the life of the serf and free peasant and how this changed over the centuries, the growth of towns and the bourgeoisie, and the rewards and problems of being a member of the nobility. In trying to keep up with historical change, all classes of society resorted to manipulation of the economy and the law. They also were not slow to use brute force and crime to achieve their ends. They formed mutual aid societies, relied heavily on family and neighbors, and took an active role in local politics. The course is a practical guide on how to survive the Middle Ages.

Class time: 100% lecture

Workload: 100 pages of reading per week, 2 exams

Exam format: essay

HIST 3651 HENRY VIII AND THE ENGLISH REFORMATION

(Last taught: F93) no prereq, 4 cr

Instructor: LEHMBERG S !!CLA Distinguished Teacher Award!!

General Ed Req: none

This is a proseminar, intended for graduate students and honors undergraduates. It is the first part of a three-quarter sequence; Hist. 3651 covers the period 1485-1547, the reigns of Henry VII and Henry VIII. This principal historical writings about this period will be read and discussed.

Class time: 20% discussion, 80% student reports

Workload: 300 pages of reading per week, 6 papers

Grade: 50% written reports/papers, 50% in-class presentations

Exam format: no exams

HIST 3652 ENGLAND IN THE AGE OF ELIZABETH I

(Last taught: W94) no prereq, 4 cr

Instructor: LEHMBERG S !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course covers the history of England, 1547-1603, emphasizing the reign of Queen Elizabeth I. The short reigns of Edward VI and Mary Tudor are also included. Topics covered include the establishment of the Church of England, Mary Queen of Scots, the Spanish Armada, the development of Parliament, social history, and the arts.

Class time: 90% lecture, 10% discussion

Workload: 100 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: essay (choice of topics) plus a few short identification items

HIST 3681 IRISH HISTORY

(Last taught: S93) no prereq, 4 cr

Instructor: ALTHOLZ J

General Ed Req: none

After a brief survey of early medieval Ireland and the beginning of English influence, the course concentrates on the period of increasing English dominance from 1535. Emphasis is on the period of the Union with Britain, 1800-1922, including the Famine, emigration and various nationalistic movements. The separate histories of southern and northern Ireland after 1922 are briefly surveyed. This course provides no support for any propaganda.

Class time: 100% lecture

Workload: 42 pages of reading per week, 2 exams

Grade: 33% mid-quarter exam(s), 67% final exam

Exam format: Primarily essays with some identifications.

HIST 3700 TOPICS IN EUROPEAN HISTORY: "I CLAUDIUS"

(Last taught: W93) no prereq, 4 cr

Instructor: EVANS J

General Ed Req: none

Having an introductory course on ancient Rome would be helpful for this class. The course will look at the history of Rome in the period 31

B.C.-A.D. 68 through the lens of the camera and through the pages of Tacitus, Suetonius and Dio Cassius. Students will do additional reading in the secondary literature, all of which will support 2 exams and 1 paper.

Class time: 40% lecture, 40% closed-circuit TV, 20% discussion

Workload: 250 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 35% final exam, 30% written reports/papers, 10% class participation

Exam format: essay

HIST 3703 EUROPEAN CITIES, 1500-1800

(Last taught: W93) no prereq, 4 cr

Instructor: PHILLIPS C

General Ed Req: none

European cities grew enormously in the centuries from about 1500 to 1800, as trading networks worldwide fed goods and wealth into Europe. This course begins during the Renaissance, with a focus on the cities of Italy and the southern Netherlands, which were the major focuses of trading activity in the late fifteenth century. During the sixteenth century, global exploration and the exploitation of markets in Asia and the Americas channeled wealth into the cities of Lisbon, Seville, and Antwerp. In the seventeenth century, northern Europe took the leading role in European commerce, with Amsterdam especially prominent. Madrid, Paris, and Vienna enjoyed prominence as political and administrative capitals, although their economic roles were considerable as well. During the eighteenth century London edged out both Amsterdam and Paris in importance, as the Industrial Revolution took hold in England. Throughout the period 1500-1800, smaller cities also played important roles in the political and economic life of Europe. This course will trace the shifting fortunes of various European cities against the background of European history as a whole.

Class time: 90% lecture, 10% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper, 150 the most for pages to read per week

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written reports/papers

Exam format: essay (short and long)

HIST 3704 DAILY LIFE IN EUROPE, 1348-1750

(Last taught: F93) no prereq, 4 cr

Instructor: PHILLIPS C

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Under the broad heading of "Daily Life in Europe," this course examine various key issues in the social and economic history of European peoples between the Black Death and the Industrial Revolution. An examples of historical questions addressed include: What was the demographic experience of Europeans in these centuries—their rates of birth, marriage, and death? What effect did epidemics and wars have on population size? How did fluctuations in population size relate to other key variables in economy and society, such as agricultural productivity and price levels? How did people make a living? How did they live? How did their standards of living change over time? How was society structured and what were relations like between social classes? How and why did ordinary people rebel against governments and the privileged classes? What results did these rebellions have? These and other questions shape the lectures and readings in the course.

Class time: 100% lecture

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written reports/papers

Exam format: essay

HIST 3711 ECONOMIC HISTORY OF MODERN EUROPE

(Last taught: F92) no prereq, 4 cr

Instructor: GOOD D

General Ed Req: none

Focus: economic problems/current events in history. Students should have background course in economics or European history. Course is highly structured. A lot of emphasis on writing; chance to build writing skills.

Class time: 67% lecture, 33% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 40% final exam, 25% written

reports/papers, 10% class participation
Exam format: essay

HIST 3712 ECONOMIC HISTORY OF MODERN EUROPE

(Last taught: W93) no prereq, 4 cr
Instructor: GOOD D
General Ed Req: none

We examine the trends and institutional character of economic development in both Eastern and Western Europe from the late nineteenth century to the present. Topics include imperialism before 1914, the great Depression, the post-1945 Western European 'economic miracle'. Students should have a basic course in economics or European history.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

HIST 3715 SPAIN UNDER THE HABSBURGS, 1516-1701

(Last taught: W93) no prereq, 4 cr
Instructor: PHILLIPS C
General Ed Req: none

This course examines the two centuries between 1500 and 1700, when Spain was the most powerful country in Europe and ruled a vast overseas empire as well. By 1700 other countries had taken the lead in Europe, though Spain would retain its overseas empire for another two hundred years. We will explore topics dealing with the rise of Spain to power; exploration by Christopher Columbus and others, sponsored by Spain; the Habsburg family, who ruled Spain and its empire; internal government; European politics and warfare, as countries struggled for dominance; Spanish culture, religion, society, and intellectual life; the effect of the American empire on Spain and its European rivals; agriculture and commerce; daily life and social mores; and the reasons that Spain lost its dominant position after about a century.

Class time: 90% lecture, 10% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper, 150 at most for pages of reading per week

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written reports/papers

Exam format: essay (long and short)

HIST 3716 SPAIN FROM 1700 TO THE PRESENT

(Last taught: S93) no prereq, 4-5 cr
Instructor: PHILLIPS C
General Ed Req: none

Modern Spain from the beginning of the Bourbon dynasty through the tumultuous centuries since then. We will examine the Spanish monarchy and the Enlightenment of the 18th century, the Napoleonic invasion and War of Independence in the early 19th century, the loss of Spain's American colonies, the rise of industrial society, the changing roles of men and women as the society changed, and the explosive pressures that led to civil war and dictatorship in the mid-20th century. The course will end with an analysis of present-day Spain, a democratic government that belongs to the European Community and common market. Readings and lectures will deal with society, religion, politics, diplomacy, and the economy, aiming for a comprehensive view of a vibrant people and their modern history.

Class time: 90% lecture, 10% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written

reports/papers

Exam format: essay (long and short)

HIST 3716 SPAIN FROM 1700 TO THE PRESENT

(Last taught: S93) no prereq, 4-5 cr
Instructor: PHILLIPS C
General Ed Req: none

The basic course description is the same as for HIST 3716, Sec 1. Students enrolled in Section 2 will read about 15 additional pages in Spanish each week, and meet for a discussion of that reading, also in Spanish. The class meeting time will be arranged after the first meeting of HIST 3716.

Class time: 90% lecture, 10% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 22% mid-quarter exam(s), 44% final exam, 34% written reports/papers, 100% for additional 1 credit for discussion in Spanish

Exam format: essay (long and short) for 4 credits; 1 credit discussion section

HIST 3721 EUROPE IN THE ERA OF WORLD WAR I

(Last taught: F93) no prereq, 4 cr
Instructor: MUNHOLLAND J!!**CLA Distinguished Teacher Award!!**
General Ed Req: none

This course is a general survey of European political history during the era of WWI. It begins with a lengthy discussion of the background to the outbreak of war by considering the political structures and social composition of Europe from the 1870s to 1914. The internal, domestic problems of the major European powers are considered along with the rise of socialism, the impact of European imperialism at home and abroad as well as a brief consideration of the international and diplomatic strains that existed among the powers. The course then analyzes the impact of war and revolution on the European people with emphasis upon the political and social impact of warfare rather than upon the more technical aspects of battle and military campaigns. The course concludes with a discussion of the war's effects upon European societies, notably Germany, Eastern Europe, the Soviet Union and the Western allies. In the final stages of the course we discuss the conditions that gave rise to fascism and other authoritarian political movements, revealing the fragility of the peace established in 1919. Each class lecture is devoted to a single topic.

Class time: 90% lecture, 10% discussion, question and answer period

Workload: 150 pages of reading per week, 2 exams, 2 papers

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

Exam format: essay with short answer identification and significance items; students have a choice of essays and of ident/signif items

HIST 3722 EUROPE IN THE ERA OF WORLD WAR II

(Last taught: W93) no prereq, 4-5 cr
Instructor: MUNHOLLAND J!!**CLA Distinguished Teacher Award!!**
General Ed Req: none

This is the second of three courses that cover the history of Europe in the twentieth century. The first part of the course discusses the background to the outbreak of war by considering the impact of the settlement of the first world war upon Europe, particularly the treaty of Versailles, and then turns to the impact of the depression upon the political life and societies of the major European states. After discussing the immediate origins and causes of the war, the course takes up the military and political objectives of the belligerent states. The course discusses events within Europe, including the Holocaust, resistance and collaborationist movements, and the way in which Europe became divided at the end of the conflict. Readings are from a text on twentieth century Europe and additional readings (fairly

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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extensive) are required from supplementary texts. There is a midquarter examination, a final examination and a paper required for the course.
Class time: 90% lecture, 10% discussion
Workload: 150 pages of reading per week, 2 exams, 1 paper
Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers
Exam format: short answer identification and essay

HIST 3722 EUROPE IN THE ERA OF WORLD WAR II

(Last taught: W93) no prereq, 4-5 cr
Instructor: MUNHOLLAND J!!**CLA Distinguished Teacher Award!!**
General Ed Req: none
This is a language section associated with the lecture course, Hist 3722 described elsewhere. Students meet once a week to discuss materials and readings in French. Discussions, brief writing assignments are in French and focus upon occupied, Vichy France during the second world war. Students do all of the assigned readings and other requirements for 3722 but receive an additional credit for participation in the language (French) section. Students should be fluent at the level of second year French. Readings are from original sources (speeches) and literature of the period. Active participation in the discussion is expected. The course provides an opportunity for students to use and improve their language skills outside language and literature courses. Students will also view one French movie that deals with Vichy.
Class time: 20% closed-circuit TV, 60% discussion, 20% brief written exercises in French
Workload: 10 pages of reading per week, 2 papers, active discussion in class
Grade: 15% special projects, 15% quizzes, 70% class participation
Exam format: no exams, other than brief writing exercises in class

HIST 3809 THE BEGINNINGS OF AMERICAN POLITICS: 1607-1787

(Last taught: W94) no prereq, 4 cr
Instructor: HOWE J
General Ed Req: none
This course begins with a discussion of what the boundaries of political history should be, then turns to an examination of political culture, institutions, and behavior in England's North American colonies. The second half of the quarter focuses on the American Revolution, with special attention to political change and constitutional development. Issues of class, gender and race are explored in the context of revolutionary politics. The course emphasizes verbal as well as written communication.
Class time: 20% lecture, 80% discussion
Workload: 150 pages of reading per week, 1 exam, 6 papers
Grade: 20% final exam, 50% written reports/papers, 30% class participation
Exam format: either essay or an individual oral exam

HIST 3844 AMERICAN ECONOMIC HISTORY, COLONIAL PERIOD TO CIVIL WAR

(Last taught: F93) no prereq, 4 cr
Instructor: GREEN G !!**Morse Alumni Teaching Award Winner!!**
General Ed Req: none
The course involves in-depth analysis of five topics in American economic history before 1865: economic growth and regional specialization, slavery, railroads, the role of government in economic development, and the economic impact of the Civil War. For each topic students need a set of short analyses by scholars, reflecting diverse methods, theories and interpretations. On four of the five topics they write a 4-5 page review essay and interpretation. Then we spend several class sessions discussing the topic together (with a little background lecturing from me where needed) while they start reading for the next topics.
Class time: 20% lecture, 80% discussion
Workload: 120 pages of reading per week, 4 papers
Grade: 80% written reports/papers, 20% class participation

HIST 3861 EUROPEAN AMERICANS: FROM IMMIGRANTS TO ETHNICS

(Last taught: F93) no prereq, 4 cr
Instructor: VECOLI R
General Ed Req: none
Pluralism of races, cultures, and religions has been a distinguishing

characteristic of the United States from its colonial origins to the present. Immigration as a continuing phenomenon in its history has been a major source of this diversity. Our objective in this course is to gain an understanding of the role of immigration and ethnicity in the shaping of American society and culture. We will study the changing character, composition, and sources of immigration, including the Old World conditions and forces which contributed to this mass exodus. However, we are concerned with the immigrant experience itself as the archetypal American story. We will follow the immigrants on their journeys to their places of settlement, and observe their patterns of adjustment, assimilation, and ethnic maintenance. From this study, we should derive a greater appreciation of the influence of ethnic diversity upon the development of American ideology, institutions, and social/cultural patterns. **Texts:** Roger Daniels, "Coming to America: A History of Immigration and Ethnicity in American Life" (1991), Rudolph J Vecoli and Suzanne Sinke, eds., "A Century of European Migrations, 1830-1930" (1991), Ole Rolvaag, "Giants in the Earth" (1927).

Class time: 50% lecture, 50% discussion
Workload: 150 pages of reading per week, 2 exams, 2 short papers, 1 long paper
Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% class participation
Exam format: essay

HIST 3862 EUROPEAN AMERICANS: FROM IMMIGRANTS TO ETHNICS

(Last taught: W94) no prereq, 4 cr
Instructor: VECOLI R
General Ed Req: none
Our objective in this course is to gain an understanding of the role of immigration and ethnicity in the shaping of American society and culture. Pluralism of races, cultures, and religions has been a distinguishing characteristic of the U.S. from its colonial origins to the present. Immigration as a continuing phenomenon in its history has been a major source of this diversity. Since over 90% of the immigration during the course of the century, 1830-1930, came from Europe, it is essential to understand the changing character and composition of European immigration, including the Old World conditions and forces which contributed to this mass exodus. We are concerned with the immigrant experience itself. What was it like to be an immigrant who journeyed to this new and strange land? We will follow the immigrants to their places of settlement, and observe them as they struggled for a livelihood, to establish families, and create communities, as they encountered American values and conditions resulting in conflict, accommodation, and assimilation. Prejudice and discrimination stemming from racism and nativism were facts of immigrant life. In this plural society, European immigrants inevitably confronted "others"
Class time: 50% lecture, 50% discussion
Workload: 200 pages of reading per week, 2 exams, 4 papers
Grade: 30% mid-quarter exam(s), 40% final exam, 15% written reports/papers, 15% class participation

HIST 3865 AFRO-AMERICAN HISTORY

(Last taught: W93) §Afro 3865, 4 cr
Instructor: TROTTER J
General Ed Req: (CLA: CP) (CBS: CP)
This course examines the African-American experience from Reconstruction to the present. Both the evolution of race relations and the internal experiences of black people are important components of this course. The relationship between blacks and whites and the relationship between blacks and blacks will be treated within a frame work of larger socioeconomic and political processes in U.S. history. In addition to providing topical perspectives (on migration, work, ideology, politics, for example), the course will also pay close attention to chronology and/or change over time. At each crucial juncture of African American history, urban industrial transformation, Great Depression, World War II, and the Civil Rights era, the course will seek to illuminate the complex interconnection between economic, social, institutional, and political changes in African American life. Although the course will include a general text, assigned readings will revolve around detailed studies of particular topics or chronological periods.
Class time: 60% lecture, 40% discussion
Workload: 3 papers

Grade: 100% written reports/papers
Exam format: Essay if any.

HIST 3872 AMERICAN INDIAN HISTORY: 1830 TO PRESENT

(Last taught: W93) §AmIn 3112, 4 cr
Instructor: O'BRIEN J
General Ed Req: (CLA: C-2 CP) (CSOM: C) (IT: C) (CBS: C CP)
This course serves as an introduction to American Indian History from 1830 to the present. Lectures are designed to complement the readings and will focus primarily on the impact of Federal Indian policy on American Indian cultures and societies as a unifying theme. A secondary theme will emphasize major shifts in the nature of Native American sovereignty. This course will stress the integrity and adaptability of American Indian societies and the centrality of ever-emergent Native American identity.
Class time: 60% lecture, 30% discussion, 10% films
Workload: 140 pages of reading per week, 2 exams, 1 paper
Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers
Exam format: essay

HIST 3882 HISTORY OF AMERICAN FOREIGN RELATIONS

(Last taught: W93) no prereq, 4 cr
Instructor: BRAUER K
General Ed Req: none
This course covers American foreign relations from the end of the American Civil War to the end of World War II. The period to 1900 centers on the postwar revival of interest in foreign relations and movement toward establishing an overseas formal and informal empire. The bulk of the course centers on various ways America sought to maintain control, and expand its empire, and the development of a global foreign program. The emphasis is on the impact of both domestic and foreign developments on establishment of policy and conduct of diplomacy. Topics include domestic politics, economic development, personalities, and ideology (including nationalism, racism, and imperialism).
Class time: 100% lecture
Workload: 100 pages of reading per week, 2 exams
Grade: 33% mid-quarter exam(s), 67% final exam
Exam format: essay questions (choice 2 or 4)

HIST 3951H HONORS COURSE: HISTORY

(Last taught: W94) prereq honors candidacy in history, #, 4 cr
Instructor: HOWE J
General Ed Req: none
Intended for History Honors majors in their junior year, the course is run as a seminar, with emphasis on readings and discussion. Weekly sessions focus on selected topics relating to historical method and historiography such as the problems of objectivity, historical narrative and synthesis, relevance of the past to the present and changes in historical analysis represented by feminism, quantification, etc. Members of the seminar will also prepare a careful research proposal on a topic of their choice. Those research projects will then become the focus of History 3952H in the spring.
Class time: 100% discussion
Workload: 200 pages of reading per week, selected, short, reading reaction papers, preparation of research proposal
Grade: 60% class participation, 40% research proposal

HIST 3955 INTRODUCTION TO HISTORICAL RESEARCH

(Last taught: F93) prereq Δ, to be taken prior to 3961, 4 cr
Instructor: THAYER J
General Ed Req: none
Course is limited to history majors. It is the first of a two-quarter sequence during which the student prepares and writes the senior research paper required of all history majors. The Department of History usually has four sections of History 3955, each taught by a different professor. Students should inquire of each instructor as to the format of that particular section. Customarily, however, 3955 will introduce the student to major aspects of historical method, including controversies among historians as to just what in the field should be viewed as a professional discipline. In addition to this theoretical component, students in 3955 select the topic for their major paper; learn how bibliography is gathered; prepare a bibliography for their chosen topic; are made familiar with professional stylistics - footnoting, etc; and present also to the class, and in writing, a statement describing their project and its significance for them, and for the profession generally. Visits to libraries and archives, guided by members of the Library and Archival staff, are often included. Readings in the history of historiography and style manuals are the only books usually required.
Class time: 10% lecture, 20% discussion, 70%
Workload: given the format no general estimate can be given
Grade: 70% written reports/papers, 10% in-class presentations, 20% class participation

HIST 5062 HISTORY OF GREECE, 600-400 B.C.

(Last taught: W93) no prereq, 4 cr
Instructor: KELLY T
General Ed Req: none
The birth and development of democracy in Athens and militarism of Sparta; birth and development of philosophical and historical thought; development of the Athenian empire; the Peloponnesian War between Athens and Sparta.
Class time: 90% lecture, 10% discussion
Workload: 250 pages of reading per week, 2 exams
Grade: 33% mid-quarter exam(s), 66% final exam
Exam format: essay

HIST 5100 SELECTED TOPICS IN MEDIEVAL EUROPE: CAPETIAN FRANCE

(Last taught: F92) prereq #, 4 cr
Instructor: HANAWALT B
General Ed Req: none
The course will investigate literature and society in fourteenth-century England. This is a seminar-style course in which students will discuss the selected historical and literary texts. The students will be expected to participate in the discussions and to write a term paper. Relevant authors for the course are Chaucer, Langland, and other late medieval English writers. The course is team taught: Professor David Wallace of English and Professor Barbara Hanawalt of History. It has three numbers: History, English and Medieval Studies. Enrollment is limited to 15.
Class time: 100% discussion
Workload: 100 pages of reading per week, at least one paper

HIST 5134 RUSSIA BEFORE THE MONGOL CONQUEST

(Last taught: F92) no prereq, 4 cr
Instructor: NOONAN T
General Ed Req: none
This course covers Russia and the Ukraine from their origins to the

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

time of the Mongol conquest ca. 1240. Major topics include the origins of the Slavs and their migrations into European Russia, the development of the Rus' state (ca.850-ca.1050), conversion to Orthodoxy, the disintegration of Kievan Rus' and the Mongol conquest, and the economic and social structure of early Rus'. The course also examines the Turkic peoples (Khazars, Volga Bulgars, Pechenegs, Poloutsians) who played a major role in early Rus' history. The course combines background lectures with class discussion and, when appropriate, simulations. Weekly readings cover primary sources and secondary accounts.

Class time: 60% lecture, 20% discussion, 20% simulations
Workload: 200 pages of reading per week, 2 - 4 papers required
Grade: 80% written reports/papers, 10% special projects, 10% class participation
Exam format: none

HIST 5135 FROM KHAN TO TSAR: RUSSIA, 1240-1530

(Last taught: W93) no prereq, 4 cr

Instructor: NOONAN T

General Ed Req: none

This course examines the history of Russia and Ukraine from the time of the Mongol conquest ca. 1240 to the birth of Ivan the Terrible ca. 1530. Major topics include the Mongol conquest, the evolution of Mongol rule over Rus', the rise of the Muscovite principality, the emergence of Lithuania as a major power in the west Rus' lands, Novgorod and its society, the creation of a Muscovite state under Ivan III (1462-1505) and Vasily III (1505-1533), the enslavement of the peasantry, and cultural-ecclesiastical developments. The course combines background lectures with the analysis of primary sources and a class simulation.

Class time: 60% lecture, 20% discussion, 20% simulation
Workload: 100 pages of reading per week, 1 exam, 2 papers, simulation essay
Grade: 30% mid-quarter exam(s), 20% written reports/papers, 10% class participation, 40% simulation essay
Exam format: essay

HIST 5171 MODERN ENGLAND: 1783 TO PRESENT

(Last taught: F93) no prereq, 4 cr

Instructor: ALTHOLZ J

General Ed Req: none

1783 to 1846 (merges into 5172). The triumph of the middle class; industrialization and political reform. Primarily for undergraduates, but offered at 5-level for graduate students in English. Textbook: R. K. Webb, "Modern England".

Class time: 100% lecture
Workload: 40 pages of reading per week, 2 exams, 1 paper
Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers
Exam format: 70% essay(s); 30% short identifications

HIST 5172 MODERN ENGLAND: 1783 TO PRESENT

(Last taught: W94) no prereq, 4 cr

Instructor: ALTHOLZ J

General Ed Req: none

Covering the history of the British Isles approximately from 1625 to 1970, the course highlights the Civil War, the Revolution of 1688 and the subsequent constitutional settlement, the Industrial Revolution, the growth of democracy and the welfare state, dealing also with the rise and decline of the British Empire. There are three lectures a week and one discussion section, the latter using a source book of documents and a variety of small assignments. Texts (paperbook): Lehmborg and Heyck, "The Peoples of the British Isles"; Blakeley and Collins, "Documents in British History."

Workload: 80 pages of reading per week, 2 exams, number of papers varies
Exam format: mostly essay, with some short identifications

HIST 5284 DIPLOMATIC HISTORY OF EUROPE, 1848-1900

(Last taught: F92) no prereq, 4 cr

Instructor: KIEFT D !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course deals with European diplomacy from 1815 to 1900. It is primarily concerned with the German question/the structure of European people in the 19th century and the problems relating to Bismarck,

the unification of Germany, and Bismarck system of alliance. Some attention is given to Imperialism with special emphasis on the Near East.

Class time: 95% lecture, 5% question and answer after lecture

Workload: 125 pages of reading per week, 2 exams

Grade: 33% mid-quarter exam(s), 66% final exam

Exam format: essay questions

HIST 5285 DIPLOMATIC HISTORY OF EUROPE, 1900-1945

(Last taught: W94) no prereq, 4 cr

Instructor: KIEFT D !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course deals with European war and diplomacy from 1900 to 1945. It is primarily concerned with the German question and Germany's role in the two world wars. Some attention is given to the Near East. America's role in Europe is dealt with in some detail.

Class time: 95% lecture, 5% discussion
Workload: 125 pages of reading per week, 2 exams
Grade: 33% mid-quarter exam(s), 66% final exam
Exam format: essay questions

HIST 5294 SOCIAL HISTORY OF RUSSIA AND EASTERN EUROPE

(Last taught: W94) no prereq, 4 cr

Instructor: RUDOLPH R

General Ed Req: none

This course provides the student insights into the main areas of interest of modern historians on the social history of Russia and east/central Europe through the nineteenth century. Topics include the transition from an agrarian society, family, marriage, gender, culture and tradition, social movements and the lives of various classes. The course consists of a minimum of lectures and a maximum of discussion based on readings from historical works, anthropology and Russian and east European literature.

Class time: 30% lecture, 70% discussion
Workload: 100 pages of reading per week, 4 papers
Grade: 70% written reports/papers, 30% class participation

HIST 5331 AMERICAN CONSTITUTIONAL HISTORY

(Last taught: F92) no prereq, 4 cr

Instructor: MURPHY P !!CLA Distinguished Teacher Award!!

General Ed Req: none

This is the first half of an undergraduate/graduate lecture course in American Constitutional History covering the period from English background through post-Civil War Reconstruction. The lectures form the basis and structure of the course, but students also read a textbook and excerpts from a book of readings on Constitutional Development. Class discussion is encouraged. Reading is moderately heavy. The grade is based upon one mid-term examination (essay type), summaries of outside reading, two short hand-in assignments, and a final examination (also essay type). This is a general information course, although it has a pre-law focus. However, it is far more concerned with the historical context which has produced constitutional crises in American History and the implications for American development of attempts to solve those crises.

Class time: 90% lecture, 10% discussion
Workload: 100 pages of reading per week, 2 exams, 2 hand-in assignments
Grade: 25% mid-quarter exam(s), 40% final exam, 35% written reports/papers
Exam format: essay

HIST 5334 AMERICAN LEGAL HISTORY

(Last taught: F93) no prereq, 4 cr

Instructor: MURPHY P !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course is an advanced course, offered at the undergraduate/graduate level, dealing with the social history of American law, from its backgrounds in England to the present. It considers both those factors which have affected the development of American law and the impacts which a dynamic legal system has had on the American people over time. In contrast with my course in American Constitutional History, which stresses public law and public policy, this course emphasizes private law and its role in societal development. The lectures form the basis and structure of the course but students also

read a textbook and excerpts from a casebook of readings on Legal History. Class discussion is encouraged. Reading is moderately heavy. This is a general information course although it has a pre-law focus. Prior legal training is not required.

Class time: 90% lecture, 10% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

HIST 5349 SOCIAL WELFARE IN AMERICA

(Last taught: F93) §SW 5349, 4 cr

Instructor: CHAMBERS C !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Advanced survey of social welfare from colonial day to the present. Focus on public assistance, poor relief, self-help agencies, institutions (prisons, almshouses, insane asylums, orphanages, reform schools, etc.), charities, settlement house movement, social security. Attention to race, nationality, religion, gender, and cultural values and norms. Process of professionalization of human services.

Class time: 80% lecture, 20% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 50% final exam, 30% written reports/papers

Exam format: essay

HIST 5420 TOPICS IN LATIN AMERICAN HISTORY

(Last taught: W94) §LAS 5420; prereq #, 4 cr

Instructor: PHILLIPS C

General Ed Req: (CLA: WS) (CBS: WS)

A practical guide to reading the handwriting of Spanish documents from the fifteenth through the eighteenth centuries. The study of old handwriting (paleography) is essential for students planning to do research in early modern Spain or colonial Spanish America. Weekly class time will be devoted to deciphering the handwriting from selected documents. Students may register for 2-4 credits. All students will work with a packet of materials representing various handwriting styles and types of official documents. Those registering for 4 credits will also be responsible for selecting an additional body of materials to transcribe on their own.

Class time: 100% discussion

Workload: 3-4 hours of transcription per week for 2 credits.

Grade: 50% in-class presentations, 50% class participation, if 4 credits - half of grade determined by their transcriptions of additional documents

HIST 5436 SOCIAL HISTORY OF AFRICAN WOMEN: 1850 TO PRESENT

(Last taught: W93) prereq # required for undergrads, 4 cr

Instructor: GEIGER S

General Ed Req: none

This course focuses on selected aspects of African Women's history since c. 1850, and considers theories and methods of analysis as well as change in Women's lives and gender relations over time. The course is designed primarily for graduate students, and a knowledge of African history and/or women's history from a cross-cultural perspective is advised, although background in other social sciences or area studies can also be helpful. While some information is provided through lecture, most of each class period is devoted to discussion of the readings and considerable student participation is expected.

Class time: 30% lecture, 50% discussion, 20% students in class present major issues or questions raised by/in the readings

Workload: 250 pages of reading per week, 1 paper, 2 4-page thought papers responding to readings; 1 final exam can replace 1 paper
Grade: 40% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation, 40% 20% for each "thought paper"; choose the final exam or written report of 15-20 pages
Exam format: final is take-home essay

HIST 5462 BUDDHIST CHINA

(Last taught: W93) no prereq, 4 cr

Instructor: TAYLOR R

General Ed Req: none

This is a course in Medieval Chinese history: c. 150-900 A.D. It begins with the disintegration of the Han Empire (The Chinese equivalent to the Roman Empire in the West), considers social and cultural changes during nearly 4 centuries of political fragmentation, and concludes with the reintegrating of the Chinese Empire in a new form. A major topic of the course will be the introduction of Buddhism to China from India and its accommodation as a permanent feature of Chinese society.

Class time: 65% lecture, 35% discussion

Workload: 100 pages of reading per week, 2 exams, 6 or 7 two page analyses of articles

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: essay

HIST 5464 EARLY MODERN CHINA, 1350-1750

(Last taught: W94) §3464, 4 cr

Instructor: WALTNER A

General Ed Req: (CLA: WS) (CBS: WS)

This course is taught in conjunction with 3464, an undergraduate lecture course on early modern Chinese history. Students who register for 5464 will be required to meet with me one additional hour per week (to be arranged) and to do extra readings. The extra meetings will be structured as discussion sessions and can to some degree be structured around the interests of the students who take the course. But it is my intention to focus on the social history of the early modern period, with particular attention to issues such as kinship, religion and gender. We will read fiction and translated primary sources as well as historical monographs. Students who register for 5464 will be required to complete all work for 3464.

Class time: 100% discussion

Workload: 150 pages of reading per week

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

Exam format: essay, some short answer

HIST 5465 CHINA'S RESPONSE TO THE WEST, 1750-1911

(Last taught: F93) §3465, EAS 3465, 4 cr

Instructor: WALTNER A

General Ed Req: (CLA: WS) (CBS: WS)

Students who register for this course will do all of the coursework for History 3465. There will be additional meetings to discuss readings. Graduate students in Chinese literature and East Asian Studies are particularly encouraged to take this course.

HIST 5473 FAMILY, SCHOOL, AND WORK IN MODERN JAPANESE HISTORY

(Last taught: F92) no prereq, 4 cr

Instructor: MARSHALL B

General Ed Req: (CLA: WS) (CBS: WS)

Although a 5xxx level course, there are no prerequisites and prior study of Japan is not required.

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 80% lecture, 20% discussion
Workload: 100 pages of reading per week, 2 exams, 1 paper
Grade: 25% mid-quarter exam(s), 40% final exam, 35% written reports/papers
Exam format: essays

HIST 5519 PROSEMINAR: TOPICS IN CHINESE HISTORY

(Last taught: W94) prereq #, 4 cr
Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!
General Ed Req: (CLA: WS) (CBS: WS)
The topic of this course is the Democracy Movement in China. It will examine the 20th century debate over China's political identity with an emphasis on the advocacy of democracy in the 1980's. We will pay particular attention to the Tiananmen demonstrations of 1989.
Workload: 150 pages of reading per week, 1 paper, 2-3 precis, i.e. short reports on reading

HIST 5521 INTRODUCTORY PROSEMINAR ON THE MEIJI REVOLUTION IN JAPAN

(Last taught: W94) prereq #, 4 cr
Instructor: MARSHALL B
General Ed Req: (CLA: WS) (CBS: WS)
Although originally scheduled for Thursday afternoon, this course may be moved to another time after consultation with students who wish to register (phone 624-8547). Objectives: To introduce the student to the historical experience of Japan during the Meiji "Revolution" —a transition from the "traditional" society of the Tokugawa shogunate (1600-1867) to the "modern" culture of the Meiji period (1868-1912). The format is group-directed reading: i.e. by sharing the task of reading major works and pooling our thoughts in group discussion, it should be possible in ten weeks to gain some insights into the historiography on these crucial decades in the "modernization" of Japan. Rather than examinations, the student will prepare a report on a topic of his/her choice. Prereq.: Instructor's permission. No prior coursework is necessary although History 3474 or History 3463 or History 3471 or their equivalent is recommended for some students. Consult with Instructor if in doubt -phone 624-8547.
Class time: 95% discussion
Workload: 100 pages of reading per week
Grade: 75% written reports/papers, 15% in-class presentations, 10% class participation

HIST 5630 INTRODUCTORY PROSEMINAR IN EARLY MODERN EUROPE

(Last taught: F93) prereq #, 4 cr
Instructor: FARMER E!!Morse Alumni Teaching Award Winner!!
General Ed Req: none
This is a comparative seminar in early modern history intended for graduate students. We will read and discuss theorists and some case studies from a variety of approaches: Marxist, World Systems Theory, biological agents, empires, mentalities, etc. Students will make presentations and write term papers.
Class time: 100% discussion
Workload: 200 pages of reading per week, 1 paper, 2 in-class presentations, precis
Grade: 70% written reports/papers, 30% class participation

HIST 5652 PROSEMINAR: ENGLISH HISTORY: TUDOR AND STUART PERIODS

(Last taught: W93) 5651-5652-5653=; prereq 5651, #, 4 cr
Instructor: LEHMBERG S !!CLA Distinguished Teacher Award!!
General Ed Req: none
This is a proseminar, intended for graduate students and honors undergraduates. It is the middle third of a three-quarter sequence; Hist. 5652 covers the period 1547-1625, particularly the reign of Elizabeth I. The principal historical writings about this period will be read and discussed.
Class time: 20% discussion, 80% student reports
Workload: 300 pages of reading per week, 6 papers
Grade: 50% written reports/papers, 50% in-class presentations
Exam format: no exams

HIST 5653 PROSEMINAR: ENGLISH HISTORY: TUDOR AND STUART PERIODS

(Last taught: S93) 5651-5652-5653=; prereq 5652, 4 cr
Instructor: LEHMBERG S !!CLA Distinguished Teacher Award!!
General Ed Req: none
This is a proseminar, intended for graduate students and honors undergraduates. It is the last part of a three-quarter sequence; Hist. 5653 covers the period 1625-1689, particularly emphasizing the English Civil War, Interregnum, Restoration, and Glorious Revolution. The principal writings about this period will be read and discussed.
Class time: 20% discussion, 80% student reports
Workload: 300 pages of reading per week, 6 papers
Grade: 50% written reports/papers, 50% in-class presentations
Exam format: no exams

HIST 5721 PROSEMINAR: EUROPE IN THE 20TH CENTURY

(Last taught: F92) 5721-5722=; prereq #, 4 cr
Instructor: MUNHOLLAND J!!CLA Distinguished Teacher Award!!
General Ed Req: none
This course is the first part of a two quarter proseminar that covers the history of Europe in the twentieth century. The course is designed primarily for graduate level students. The course must be taken in conjunction with the one that follows in sequence, History 5722. The format is weekly discussions and written reports, mainly book reviews, and a bibliographical essay each quarter. The reading load is intense and demanding. Undergraduates usually have difficulty keeping up with the course unless they are doing work at the honors level and do not have an undue burden (more than 15 hrs) of outside work besides their normal class schedules. A reading knowledge of one European language is a useful tool, although not a strict requirement of the course. All students, whether graduate or undergraduate, are required to consult with the instructor before signing up for the course to assure that they have sufficient background in European history as preparation for this course.
Class time: 100% discussion
Workload: 300 pages of reading per week, 5 papers, papers: 4 brief (ea 2 weeks) and 1 major

HIST 5722 PROSEMINAR: EUROPE IN THE 20TH CENTURY

(Last taught: W93) 5721-5722=; prereq 5721, 4 cr
Instructor: MUNHOLLAND J!!CLA Distinguished Teacher Award!!
General Ed Req: none
This is primarily a graduate level course that continues the previous course, Hist 5721. Students must have had 5721 to enroll in this course. Undergraduates should recognize that these courses are proseminars, designed primarily for graduate students. Undergraduates considering taking the 5721-2 sequence should have a solid background in European history of the twentieth century and be doing work at the honors level, either in honors or with a 3.5 GPA. The course demands extensive reading with discussions and reports on writings about history. Selected topics from European history from the end of the first world war to the end of the second world war are discussed in this course. Students must discuss their background and interests with the instructor before registering for this course.
Class time: 100% discussion
Workload: 300 pages of reading per week
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation
Exam format: no exams, grades are assigned on the basis of papers, reports and class discussions

HIST 5735 READINGS ON EUROPEAN WOMEN'S HISTORY, 1750-THE PRESENT

(Last taught: F92) prereq #, 4 cr
Instructor: MAYNES M
General Ed Req: none
This course is designed as an introduction to selected aspects of modern European women's history with a focus on France, England, and Germany. Common readings are in English; supplementary in relevant European languages. Students are mostly graduate students in history, the social science and European literary fields who are interested in the history of women. Classes are devoted to the discussion of readings and students take partial responsibility for

leading class discussions.

Class time: 100% discussion

Workload: 400 pages of reading per week, 3 papers, pages per week vary from 150-400

Grade: 50% written reports/papers, 50% class participation

HIST 5744 PROSEMINAR: TOPICS IN MODERN GERMAN HISTORY

(Last taught: W93) prereq #, 4 cr

Instructor: MAYNES M

General Ed Req: none

The purpose of this seminar is to introduce students to some of the central questions concerning the history and historiography of Germany during the Second Empire. We will draw our topics from subjects of current discussion among historians of Germany, with a particular emphasis on the relationship between social change and political development. The syllabus is based on works in English, but the supplementary list (not required) includes works in German.

Class time: 100% discussion

Workload: 200 pages of reading per week, 2 papers, weekly abstracts or reaction papers

Grade: 50% written reports/papers, 50% class participation

HIST 5792 SOCIAL HISTORY OF MODERN EUROPE SINCE 1750

(Last taught: W93) prereq #, 4 cr

Instructor: RUDOLPH R

General Ed Req: none

General theme: European Social History, with main themes being transformation from peasant to urban society; class formation; culture and society; popular protest and social movements; class; family and gender division of labor; education and social mobility; transformation of gender and sexuality; community, society and politics in industrial society; nationalism.

Class time: 80% discussion, 20% Class presentation

Workload: 200 pages of reading per week, 5 papers

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

HIST 5793 READINGS IN EUROPEAN ECONOMIC HISTORY, 1750-THE PRESENT

(Last taught: F93) prereq #, 4 cr

Instructor: GOOD D

General Ed Req: none

First in a two quarter sequence that examines the origins, diffusion and consequences of modern economic growth in Europe. Topics in 5793 include the rise of capitalism, Europe and the world economy after 1500, the British industrial revolution, society and economy in the 19th century, the state and economic development. Course designed for graduate students. No prerequisite but prior course work at either the undergraduate or graduate level in either European history, economics, or economic history is highly recommended. Weekly discussions of assigned readings introduced by student presentations.

Class time: 100% discussion

Workload: 150 pages of reading per week, 4 papers

Grade: 70% written reports/papers, 15% in-class presentations, 15% class participation

HIST 5831 PROSEMINAR: AMERICAN POLITICAL AND CONSTITUTIONAL HISTORY

(Last taught: F92) 5831-5832=; prereq #, 4 cr

Instructor: MURPHY P !!CLA Distinguished Teacher Award!!

General Ed Req: none

This is the first half of a graduate Pro-Seminar in American Political

and Constitutional History. It is a research seminar in the politics of Constitutional development and focuses especially upon civil liberties and civil rights issues in the 19th Century. Like any research seminar, students are expected to learn early on the primary and best secondary sources of a discrete topic, conduct a literature review, prepare a paper, with an extended bibliographic essay, present a summary of that research and that forthcoming paper to the seminar and defend their work. The written paper can, and frequently does form the nucleus of an M.A. starred paper, of an undergraduate honors thesis. Other course requirements include active participation in class discussion, critiquing the works of others and commenting generally on shared reading.

Class time: 25% discussion, 75% oral presentation of research

Workload: researching a topic and reading broadly in it, plus long written papers

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

HIST 5861 PROSEMINAR: HISTORY OF AMERICAN IMMIGRATION

(Last taught: W93) 5861-5862; prereq #, 4 cr

Instructor: VECOLI R

General Ed Req: none

This is the first of a two-quarter proseminar (both quarters are required for credit) devoted to the reading of scholarly literature dealing with immigration and ethnicity in nineteenth- and twentieth-century American history. Since the sixties, as part of the "new social history," there has been a remarkable growth of scholarship on the history of migration and its consequences. What had been a relatively neglected area of inquiry became the subject of a great (almost alarming) number of dissertations, books and articles. We will explore this vast bibliography thematically, i.e. under such rubrics as labor, women, religion, etc. While we will learn a great deal of immigration/ethnic history, our primary objective in the proseminar is historiographical. We seek an understanding of the way in which this history has been written, of changing interpretations, frames-of-reference, methods of research, and data sources. Immigration has always touched upon central questions relating to the character of American society and to the issue of American identity. Its study, therefore, has been freighted with implications, sometimes explicit, sometimes implicit, of what America is and what it ought to be.

Class time: 25% lecture, 25% discussion, 50% presentations by seminar members

Workload: 5 papers, longer paper based on readings (other 5 papers are brief - 5 pages)

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

HIST 5881 PROSEMINAR: AMERICAN FOREIGN RELATIONS

(Last taught: W93) prereq #, 4 cr

Instructor: BRAUER K

General Ed Req: none

This course is a seminar devoted to intensive readings in American foreign relations to 1920. Students read one book and 6-8 scholarly essays and prepare a 1000 word critical review of the book read each week. Meetings are devoted to discussion of the books and articles and various themes, such as early American foreign relations, territorial expansion, commercial expansion, American imperialism, globalism, and World War I foreign relations. The course requires previous study of American foreign relations and is restricted to honors undergraduates and graduate students. Course is restricted to a maximum of 12 students.

Class time: 100% discussion

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 500 pages of reading per week, 9 papers,]
Grade: 40% written reports/papers, 60% class participation

HIST 5901 PROSEMINAR: LATIN AMERICAN HISTORY

(Last taught: F92) prereq reading knowledge of Spanish, #, 4 cr
Instructor: SCHWARTZ S !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: WS) (CBS: WS)

Pro-seminar with topics varying yearly. Course has covered social history, slavery, ethnohistory, and peasants. Emphasis is on reading and familiarizing students with Latin American historiography. Course requires a paper of 15-20 pages in addition to short reflections on the readings.

Class time: 10% lecture, 90% discussion

Workload: 300 pages of reading per week, 4 papers

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

HIST 5902 PROSEMINAR: LATIN AMERICAN HISTORY

(Last taught: W93) prereq reading knowledge of Span, #, 4 cr
Instructor: VALDES D

General Ed Req: (CLA: WS) (CBS: WS)

Proseminar in Latin American History: The Mexican Revolution. Will examine literature on the Mexican Revolution. Seminar discussion format will discuss readings and events of the Mexican Revolutionary period. A seminar paper based on secondary (published) sources will be the principal task. Will be continued as Seminar in Latin American History: The Mexican Revolution (History 8) in the spring.

Class time: 90% discussion, 10% lecture, movie/video, etc.

Workload: 250 pages of reading per week

Grade: 80% written reports/papers, 20% in-class presentations

Exam format: essay

HISTORY OF SCIENCE AND TECH

HSCI 1711 TECHNOLOGY AND WESTERN CIVILIZATION: ANCIENT AND MEDIEVAL

(Last taught: F93) §3711, 4 cr

Instructor: LAYTON E

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is a history of technology from earliest times through the Middle Ages emphasizing the social role of technology. The basic strategy is to trace a series of technological and social revolutions in history, including the invention of agriculture, the discovery of metals, technology's role in the rise of Greece, the Roman Empire, and in the Middle Ages. It addresses questions including: What makes humans human? How was society changed by the discovery of metals? What was the impact of the discovery of irrigation? Why did democracy appear during the iron age in Greece? How did technology influence the Rise of Rome? What were the technological roots of the ecological crisis of the ancient world associated with the fall of Rome? Why was there a power revolution in the Middle Ages? How was this power revolution one of the roots of the Industrial Revolution?

Class time: 75% lecture, 25% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, 2 book critiques not more than 3 pages

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% evaluation by TA—includes discussion in discussion section

Exam format: both take home essay exams

HSCI 1712 TECHNOLOGY AND WESTERN CIVILIZATION: RENAISSANCE TO INDUSTRIAL REVOLUTION

(Last taught: W94) §3712, 4 cr

Instructor: LAYTON E

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course traces how technology helped change the world from the Renaissance (c. 1450) to the age of democratic and industrial revolutions (c. 1750-1850). The emphasis is on the social role of technology in a series of socio-technological revolutions. The course asks: What were the social effects of the inventions of gunpowder, ships, and printing? How did the expansion of Europe lead to both great wealth

and misery while altering the balance of power? How could a tiny but technologically-advanced nation, the Dutch Republic, defeat the world's superpower, Spain? How did technological progress influence a new, more hopeful view of human nature which contributed to democratic revolutions in America, France and elsewhere? What was the impact of the Scientific Revolution on the Industrial Revolution? Why were the social effects of the Industrial Revolution so negative in Britain and so positive in America? Did the steamboat further liberalism and interdependence, while the railroad intensified Nationalism?

Workload: 40 pages of reading per week, 2 exams, 1 paper

Exam format: take-home essay

HSCI 1811 INTRODUCTION TO HISTORY OF SCIENCE: ANCIENT

(Last taught: F93) §3811, 4 cr

Instructor: SHAPIRO A

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This first quarter of a three-quarter sequence is devoted to ancient science; each quarter of the sequence may be taken independently of the others. The development of the various sciences (for example, mathematics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The course covers Babylonian, Egyptian, and Greek science. In addition to the exams, students are assigned two essays (3-5 pages long), which serve to synthesize the material covered, ten days before they are due.

Class time: 75% lecture, 25% discussion

Workload: 35 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% class participation

Exam format: essay

HSCI 1812 INTRODUCTION TO HISTORY OF SCIENCE: THE SCIENTIFIC REVOLUTION

(Last taught: W94) §3812, 4 cr

Instructor: SHAPIRO A

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This second quarter of a three-quarter sequence is devoted to the Scientific Revolution, 1500-1725; each quarter of the sequence may be taken independently of the others. The development of modern science with its new world view is placed in its cultural context, especially in relation to philosophy, religion, and rapidly-changing social structures. The new conception of the activist scientist intervening in nature by means of experiment, and the mathematization and mechanization of the physical world are followed in the life sciences, physics, and astronomy. Copernicus, Kepler, Galileo, Harvey, Descartes, and Newton are among the scientists treated. In addition to the exams, students are assigned essays, which serve to synthesize the material covered in class and readings, ten days before they are due.

Class time: 75% lecture, 25% discussion

Workload: 34 pages of reading per week, 2 exams, two 3-5 page essays

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% class participation

Exam format: essay

HSCI 1813 INTRODUCTION TO HISTORY OF SCIENCE: MODERN SCIENCE

(Last taught: S93) §3813, 4 cr

Instructor: BEATY J

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course treats those achievements which have had the greatest impact in shaping scientific thought in the 19th and 20th centuries, such as evolutionary theory and theories about energy and the structure of matter. You will also learn about the social context and consequences of those scientific developments, for example, eugenics and the building of the atomic bomb. There are three lectures and one discussion section per week.

Class time: 75% lecture, 25% discussion

Workload: 80 pages of reading per week, 4 exams

Grade: 75% mid-quarter exam(s), 25% final exam

Exam format: take-home essay

HSCI 3711 TECHNOLOGY AND WESTERN CIVILIZATION: ANCIENT AND MEDIEVAL

(Last taught: F93) §1711, 4 cr

Instructor: LAYTON E

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course is a history of technology from earliest times through the Middle Ages emphasizing the social role of technology. The basic strategy is to trace a series of technological and social revolutions in history, including the invention of agriculture, the discovery of metals, technology's role in the rise of Greece, the Roman Empire, and in the Middle Ages. It addresses questions including: What makes humans human? How was society changed by the discovery of metals? What was the impact of the discovery of irrigation? Why did democracy appear during the iron age in Greece? How did technology influence the Rise of Rome? What were the technological roots of the ecological crisis of the ancient world associated with the fall of Rome? Why was there a power revolution in the Middle Ages? How was this power revolution one of the roots of the Industrial Revolution?

Class time: 75% lecture, 25% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, 2 book critiques not more than 3 pages

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% evaluation by TA—includes discussion in discussion section

Exam format: both take home essay exams

HSCI 3712 TECHNOLOGY AND WESTERN CIVILIZATION: RENAISSANCE TO INDUSTRIAL REVOLUTION

(Last taught: W94) §1712, 4 cr

Instructor: LAYTON E

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This course traces how technology helped change the world from the Renaissance (c. 1450) to the age of democratic and industrial revolutions (c. 1750-1850). The emphasis is on the social role of technology in a series of socio-technological revolutions. The course asks: What were the social effects of the inventions of gunpowder, ships, and printing? How did the expansion of Europe lead to both great wealth and misery while altering the balance of power? How could a tiny but technologically-advanced nation, the Dutch Republic, defeat the world's superpower, Spain? How did technological progress influence a new, more hopeful view of human nature which contributed to democratic revolutions in America, France and elsewhere? What was the impact of the Scientific Revolution on the Industrial Revolution? Why were the social effects of the Industrial Revolution so negative in Britain and so positive in America? Did the steamboat further liberalism and interdependence, while the railroad intensified Nationalism?

Class time: 70% lecture, 25% discussion, 5% movies or video tape

Workload: 50 pages of reading per week, 2 exams, 2 papers, a project (eg. make something) or term paper

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% special projects, performance in discussion section and other evaluations of performance

Exam format: take-home essay

HSCI 3811 INTRODUCTION TO HISTORY OF SCIENCE: ANCIENT

(Last taught: F93) §1811, 4 cr

Instructor: SHAPIRO A

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This first quarter of a three-quarter sequence is devoted to ancient science; each quarter of the sequence may be taken independently of the others. The development of the various sciences (for example,

mathematics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The course covers Babylonian, Egyptian, and Greek science. In addition to the exams, students are assigned two essays (3-5 pages long), which serve to synthesize the material covered, ten days before they are due.

Class time: 75% lecture, 25% discussion

Workload: 65 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% class participation

Exam format: essay

HSCI 3812 INTRODUCTION TO HISTORY OF SCIENCE: THE SCIENTIFIC REVOLUTION

(Last taught: W94) §1812, 4 cr

Instructor: SHAPIRO A

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

This second quarter of a three-quarter sequence is devoted to the Scientific Revolution, 1500-1725; each quarter of the sequence may be taken independently of the others. The development of modern science with its new world view is placed in its cultural context, especially in relation to philosophy, religion, and rapidly-changing social structures. The new conception of the activist scientist intervening in nature by means of experiment, and the mathematization and mechanization of the physical world are followed in the life sciences, physics, and astronomy. Copernicus, Kepler, Galileo, Harvey, Descartes, and Newton are among the scientists treated.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 2 exams, one essay and one 7-10 page paper on a topic of students choice

Grade: 20% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 10% class participation

Exam format: essay

HSCI 3813 INTRODUCTION TO HISTORY OF SCIENCE: MODERN SCIENCE

(Last taught: S93) §1813, 4 cr

Instructor: BEATTY J

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

For a full description see HSci 1813.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 4 exams, 1 book review

Grade: 60% mid-quarter exam(s), 20% final exam, 20% book review

Exam format: take-home essay

HSCI 5924 HISTORY OF 19TH CENTURY PHYSICS

(Last taught: F93) §Phys 5924; prereq general physics or #, 4 cr

Instructor: STUEWER R

General Ed Req: none

The aim of this course is to study the history of physics (natural philosophy) during the 19th century. We begin with an overview of science in the 19th century, examining the social and political environments that existed and the institutions (including universities) that were either created or transformed to foster scientific teaching and research in Europe and the United States. We then look in detail at the major concurrent experimental discoveries and theoretical innovations that occurred in physics, setting them within the above contexts. These include the origin and development of the wave theory of light (1800-1830); the rise and fall of the caloric theory of heat (1780-1830); the birth of the modern atomic theory (1800-1860); the discovery of the first (energy) and second (entropy) laws of thermodynamics (1840-1870); the discovery or electromagnetism and the origin of field theory (1800-1890), and (time permitting) the birth of the kinetic theory and statistical mechanics (1860-1880). To supplement

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

the lectures, students read both original scientific papers and historical articles. Students gain an understanding of central concepts in physics and the broader conditions under which scientific knowledge is acquired.

Class time: 90% lecture, 10% discussion

Workload: 125 pages of reading per week

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

Exam format: take-home essay questions

HSCI 5925 HISTORY OF 20TH CENTURY PHYSICS

(Last taught: W94) §Phys 5925; prereq general physics or #, 4 cr

Instructor: STUEWER R H

General Ed Req: none

This course begins with a discussion of Rontgen's discovery of X-rays (1895), Becquerel's discovery of radioactivity (1896), and Thomson's discovery of the electron (1897), setting them within the different educational and institutional contexts in Germany, France, and England at the turn of the century, and showing how they paved the way for the 20th-century revolutions in physics. We then treat these revolutions—the special theory of relativity (1905) and the quantum theory (1900-1927)—in detail, studying their origin and development within the changing institutional and political contexts in Europe and the United States. At each stage we also discuss the educational and personal backgrounds of the physicists—Einstein, Planck, Rutherford, Bohr, Sommerfeld, Ehrenfest, Compton, Heisenberg, Schrodinger and others—who initiated these revolutions. The lectures are richly illustrated with slides, and class discussion is encouraged. The readings encompass both original scientific papers and historical accounts. Upper-division undergraduate and graduate students from a variety of educational backgrounds profit from the course.

Class time: 80% lecture, 20% discussion

Workload: 130 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 10% class participation, 10% library-familiarization exercise

Exam format: take-home essay questions

HONORS COLLOQUIA

HCOL 1010 HIP-HOP DON'T STOP: RAP AND OTHER ORAL POETRY OF THE AFRICAN DIASPORA

(Last taught: W93) prereq fr or soph, regis honors div, 2 cr

Instructor: AMITAVA KUMAR

General Ed Req: none

The twentieth century has been marked by the break-up of empires. In the earlier part of the century, the most notable national uprisings were in the European colonies in Asia and Africa. In more recent years, it is the national movements in what was the Soviet empire in Europe that provides the most provocative examples. This course will cover a broad survey of contemporary literatures in the South and in the North. This will not be a course devoted to a reading of patriotic texts. Instead, our attempt in this course will be to understand the general context in which what Frantz Fanon called a "national culture" becomes necessary: moreover, we will examine the conditions and imperatives under which, in our age governed by television, computer, and possibly Wall Street thinking, a "national culture" survives. The readings in this course will be drawn, for example, from Kenya and India, Chile and Czechoslovakia, from what was East Germany and what might be Palestine. Towards the end of the course, we will look at a few instances of the contemporary literature of immigrants in America and Britain.

Class time: 40% lecture, 50% discussion, 10% Film

Workload: 100 pages of reading per week, 2 papers, 1 oral presentation

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

HCOL 1010 HIP-HOP DON'T STOP: RAP AND OTHER ORAL POETRY OF THE AFRICAN DIASPORA

(Last taught: S93) prereq fr or soph, regis honors div, 2 cr

Instructor: JULIA CORBETT

General Ed Req: none

Everyday, our activities are filled with science and technology from microwaved food to news reports of ozone holes. This course explores

how our society communicates about science, especially the role of scientists and the media in helping the public understand scientific technology and evaluate science policy. We'll talk about scientists' responsibilities, PR and science, media messages about science and humanizing science through literary writing. Special focus will be given to science and health, and science and the environment. Course has relevance for students pursuing scientific fields, literary fields or those with a strong interest in the subject.

Class time: 30% lecture, 40% discussion, 30% guest speakers, audio and video tapes

Workload: 40 pages of reading per week, 1 paper, 3 short home assignments

Grade: 40% written reports/papers, 30% class participation, 30% home assignments - some short papers, some presented to class

Exam format: no exams

HCOL 1010 HIP-HOP DON'T STOP: RAP AND OTHER ORAL POETRY OF THE AFRICAN DIASPORA

(Last taught: F93) prereq fr or soph, regis honors div, 2 cr

Instructor: SCOTT JOST

General Ed Req: none

A work of art is conventionally thought of as unique and precious, as a single image that communicates the truth through form and highly specialized aesthetics. Yet as we are flooded with images in our daily lives, we rarely experience them in this way. Films, video, magazines, newspapers and advertising present clustered, juxtaposed, grouped and sequenced images that supply information, tell stories, and shape our attitudes and actions. How can we as artists not involved in these media understand and participate in that language of images? Can we use those same images that surround our lives as a vehicle to respond to personal and world events, for re-telling "official" stories, for expressing deeply felt emotions and desires? Can art from an individual's studio be something that actively engages the issues of daily life? Books provide a hybrid format in which artists can mix media and genres, images and text. In this course, students will develop experimental artists' books as a way to explore the role of image appropriation and use in art making. A wide variety of media will be used in conjunction with photocopying and collage to generate and manipulate images. Selected field trips, readings, and discussions.

Class time: 25% lecture, 75% discussion, some class time may be devoted to lab work

Workload: projects; varies readings

HCOL 1010 HIP-HOP DON'T STOP: RAP AND OTHER ORAL POETRY OF THE AFRICAN DIASPORA

(Last taught: F92) prereq fr or soph, regis honors div, 2 cr

Instructor: SUSAN KOLLIN

General Ed Req: none

While one could argue that a great deal of literature may be considered to be "experimental," in this course we will examine female-authored texts that seem to engage themselves in various innovated narrative techniques. In particular, we will explore how women's experimental writings disrupt traditional notions surrounding language, genre, history, and identity. In addition, we will analyze how these narratives are constructed to operate as both "fiction" and "fact" and consider what the writers might achieve by collapsing these narrative boundaries. Throughout our discussions, we will also attempt to link these experimental writings to particular traditions of women's writing.

Grade: 30% written reports/papers, 30% in-class presentations, 25% class participation, 25% special project: a journal

HCOL 1020 AFRICAN SLAVERY IN THE AMERICAS

(Last taught: W94) prereq fr or soph, regis honors div, 2 cr

Instructor: ROBERT WOLFF

General Ed Req: none

This course studies the institution of slavery in Africa, Latin America, and the United States. Students will read and discuss carefully selected essays on different topics including: West African peoples before the arrival of Europeans; the Middle Passage; slave life and culture; rebellion, revolution and runaways; abolition; and after slavery for Afro-American peoples. This is a comparative history class — we will spend one-third of our classes on each of the three regions. Books include "To Be a Slave in Brazil" and "Nothing but Freedom". We will also view and discuss two movies, including "Daughters of the Dust".

Class time: 75% discussion, 25% movies
Workload: 60 pages of reading per week, 2 papers
Grade: 50% written reports/papers, 50% class participation

HCOL 1020 AFRICAN SLAVERY IN THE AMERICAS

(Last taught: F92) prereq fr or soph, regis honors div, 2 cr
 Instructor: YAO ZHU
 General Ed Req: none

After a thirty-year-long separation from the western world, China finally opened its door a dozen years ago. But it still is, as it has always been, a mystic kingdom for many American students, despite the fact that "Tiananmen Square" has become a familiar term, and despite the increasing number of Chinese students and scholars each year who come to the United States with different values and expectations of life. China is a country with a recorded history of 5,000+ years and a population of over one billion. We study what the Chinese people have been doing during that long period of time; what marvelous and not-so-marvelous things China has to show the rest of the world; what the life style is in present-day China; how the Chinese people, especially young people, look upon life and the world in general. This course will provide an opportunity to answer many of these questions and lead the students onto an intellectual tour of the language, history, geography, religion, politics, medicine, education, arts and literature, etc. Guest instructors, who have first-hand experiences in China, will be invited to talk on selected topics. Slides, music tapes and movies will make the colloquium more realistic and colorful.

Workload: 1 paper
Grade: class participation and a short paper

HCOL 1030 INTERROGATING MUSEUMS: CULTURAL PLURALISM AND REPRESENTATION IN THE VISUAL ARTS

(Last taught: F93) prereq fr or soph, regis honors div, 2 cr
 Instructor: CAROL MASON
 General Ed Req: none

This course invites you to think uncommonly about common, everyday images of and ideas about the human body. By examining literary, medical, legal, filmic, and anthropological representations of the human body, we'll be employing and interrogating some of the fundamental methods and assumptions used in disciplines traditionally known as the humanities. We'll also be exploring why so many authors, artists, and filmmakers represent "humanity" by focusing on what is not human: monsters, machines, animals, aliens. Our course is organized in three units, as follows: 1) Images of the Past: the Visual Text; 2) Politics of Imagery: the Literary Text; 3) Bodies of Knowledge: the Human Text.

Class time: 10% lecture, 10% closed-circuit TV, 60% discussion, 20% student presentations
Workload: 100 pages of reading per week, notebook: informal record of critical questions and responses
Grade: 33% in-class presentations, 33% class participation, 33% notebook

HCOL 1030 INTERROGATING MUSEUMS: CULTURAL PLURALISM AND REPRESENTATION IN THE VISUAL ARTS

(Last taught: W93) prereq fr or soph, regis honors div, 2 cr
 Instructor: FLORY D
 General Ed Req: none

This will be a discussion-oriented course focused on the moral frameworks one can find in novels. After reviewing two sample texts on theoretical ethics - Mill's "Utilitarianism" and Kant's "Grounding of the Metaphysics of Morals" - we will examine a number of works of literature for the manner in which they present ways of acting morally.

The philosophical and literary works should play off each other in a way that reveals some of the complexity of moral action - the intertwined strands of principle, exception, culpability, commitment, reason, emotion, caring and others. We will attempt to see whether the interconnection of the strands of morality can be coherently described. Besides the books already mentioned, readings include Hammett's "The Maltese Falcon, Morrison's "Beloved", and Wolf's "Patterns of Childhood". One 5-7 page paper; one reading journal required written work.

Class time: 15% lecture, 85% discussion
Workload: 100 pages of reading per week, 1 paper, 1 reading journal
Grade: 40% written reports/papers, 30% class participation, 30% reading journal

HCOL 1030 INTERROGATING MUSEUMS: CULTURAL PLURALISM AND REPRESENTATION IN THE VISUAL ARTS

(Last taught: F92) prereq fr or soph, regis honors div, 2 cr
 Instructor: SIAN OWEN-CRUIS
 General Ed Req: none

Television has often been viewed as an evil in presidential campaigning. People have accused the electronic media of focusing on image rather than issues, of treating the campaign as a horse race, and of causing the decay of eloquent speaking through the use of sound-bites. This course will focus on the ways that campaigns use the media and the way that the media cover campaigns. We will follow the 1992 Presidential campaign during its last eight weeks and use the advertising, televised campaign speeches, presidential debates, and election night coverage to examine the questions of how television enhances and constrains the political campaign process and whether or not it is a negative influence.

Workload: 2 papers, group presentation
Grade: two short papers, group presentation, class participation

HCOL 1040 FOOD COPS: ETHICS, SCIENCE, AND THE LAW IN MAKING FOOD

(Last taught: W93) prereq fr or soph, regis honors div, 2 cr
 Instructor: FERGUSON D
 General Ed Req: none

This course gives students the opportunity to experience current biophysical research that is crucial to solving many of our greatest biomedical challenges. The main focus will be on modern drug design, protein engineering, and genetic engineering with topics spanning physics, math, biology, chemistry, computer science, and engineering. The goal is to present the student with a broad view of modern research which will demonstrate the need for current and future interdisciplinary studies. A strong emphasis will be placed on the role of high performance computing in research today and how this may shape tomorrow in this exciting field. The course will mainly be a collection of "hands-on" experiences in which the class will actually visit experimental, computational, and instrumental research labs across campus each week and participate in the work. Students will have a chance to talk in-depth with the investigators to get a feel for their work. Some materials presented will include molecular dynamics simulations (where nucleic acids do "the dance of life"), protein and nucleic acid structure determination data (from 2D-NMR and X-ray crystallography), and biological analyses.

Workload: research proposal and defense of proposal
Grade: 60% special projects, 40% 15 minute defense of special project (research proposal)

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 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

HCOL 1050 INTRODUCTION TO PSYCHOPHARMACOLOGY

(Last taught: F93) prereq fr, soph, regis honors div, 3 cr
Instructor: ABUZZAHAB F

General Ed Req: none

An introduction to the principles of action of psychoactive drugs, including their use in treatment of psychiatric disorders, their impact on society, treatment of drug abusers, alternative means of "turning-on" without drugs. A high school biology course would be helpful for students taking this course. Topics will include classification of psychoactive drugs, antidepressant and combination drugs, antipsychotic anticonvulsants, and abused drugs.

Workload: 2 exams, 1 paper

Grade: 10% mid-quarter exam(s), 20% final exam, 70% written reports/papers

HCOL 1050 INTRODUCTION TO PSYCHOPHARMACOLOGY

(Last taught: W93) prereq fr, soph, regis honors div, 3 cr
Instructor: PAZANDAK C

General Ed Req: none

This will be an overview and introduction to Iceland. Seminar discussion topics and readings will concern the country and the people, the geography and geology, the literature, language, and culture, the history of settlement and development, the contemporary political and economic situation. We will explore the life of this small Nordic nation (255,000 people) surviving and thriving on an active volcanic island in the North Atlantic at the edge of the arctic circle. Readings will be assigned for each topic. Guest speakers, and relevant films will augment presentations of some topics. Texts: "Iceland: the First New Society" by R. F. Tomasson, University of Minnesota Press, 1980 (available in class only); "Hratnel's Saga and other Stories", trans. H. Palsson, Penguin (available from U bookstore). Plus readings on reserve in Walter Library, Room 4.

Workload: 1 paper, 1 oral presentation

Grade: 25% written reports/papers, 20% in-class presentations, 25% class participation, 30% weekly log-on readings

HCOL 1060 THE LIFE SCIENCES AND THE LIBERAL ARTS STUDENT: AN APPROACH TO LEARNING

(Last taught: W94) prereq fr or soph, regis honors div, 2 cr
Instructor: WILLARD KOUKKARI

General Ed Req: none

The University of Minnesota has many outstanding scientists who are working at the forefront of research in the life sciences. The course will utilize this unique resource of the University by introducing students from the College of Liberal Arts Honors Program to these scholars and international leaders in research. The course is based upon the premise that education is to draw out, not to stuff in, and that understanding is more apt to be achieved by doing rather than by listening or watching. All students will be able to meet with scholars from the areas of agriculture, biology and medicine. Students will conduct a simple research project that will be presented in the format of a scientific paper at the end of the course. The educational objectives of the course are to encourage students to think critically about the study of life, to examine the applications and implications of research in the life sciences, and to improve their interpretation of scientific data and illustrations.

Class time: 45% lecture, 45% discussion, 10% laboratory

Workload: 5 pages of reading per week, 4 papers, oral report

Grade: 15% written reports/papers, 55% special projects, 10% in-class presentations, 20% class participation

HONORS SEMINAR

HSEM 3010 WOMEN WRITERS AND THE TRANSFORMATION OF THE NOVEL IN QUEBEC

(Last taught: F92) prereq jr or sr, reg honors div, 4 cr
Instructor: CHRIS ANSON

General Ed Req: none

We will study what literacy is, and what it means to have literacy or not to have it. We will examine how well the U.S. supports the development of higher literacy in all its citizens. We'll see what we can learn about the conditions of literacy here in the Twin Cities, by working with children and adults who are struggling to become

literate in a sometimes less than supportive society. This course links the academic study of these and other questions with a service-learning component organized in conjunction with local community agencies. In it, you will study a range of perspectives on the nature, development, and present state of literacy in the U.S. with special focus on culturally diverse and disadvantaged people in our society. As part of your coursework, you will work with a young child or non-English speaking adult at a local agency for two hours per week, helping him or her to acquire higher literacy. Through reflection logs and group discussions of the tutoring experience, we will link the sometimes abstract academic study of literacy to the real social, political, and educational issues that emerge from your volunteer work.

Workload: 1 paper, min 2 hr/wk tutoring; literacy autobiography; reflection log

Grade: participation important, min 2 hr/wk tutoring, literacy autobiography, reflection log (scenarios)

HSEM 3010 WOMEN WRITERS AND THE TRANSFORMATION OF THE NOVEL IN QUEBEC

(Last taught: S93) prereq jr or sr, reg honors div, 4 cr

Instructor: JEYLAN T MORTI

General Ed Req: none

This course will examine socially-structured experiences which promote adaptation, competence, and achievement in adolescence. The seminar participants will become familiar with the theoretical framework, research methods and findings of an ongoing interdisciplinary study with significant theoretical and policy implications. This study has followed an initial panel of 1100 adolescents over four years of high school, with survey data collected from youth and their parents. This research focuses on the developmental implications of work activities: in the family, school, neighborhood, volunteer work setting and paid employment in the formal workplace. An important component focuses on the acculturation of Hmong adolescents and their families.

Class time: 50% lecture, 50% discussion

Workload: 80 pages of reading per week, 1 paper

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

Exam format: no exams

HSEM 3020 CELTS, GERMANS, AND ROMANS: CULTURAL IDENTITIES AND CROSS-CULTURAL INTERACTIONS IN EARLY EUROPE: 500 B.C.-A.D. 500

(Last taught: F92) prereq jr or sr, reg honors div, 4 cr

Instructor: CATHERINE ASHER

General Ed Req: none

Despite fact that Islamic world has almost daily impact on the lives of Americans, there is probably no civilization or culture less well understood. Great monuments and paintings of Muslim world extend from Spain across north Africa, through Middle East and India to China. Literature, too, comes from geographical spread equally as wide. Even today, adherents of Islam form maj. pop. in countries comprising almost quarter of earth's land mass. Yet when Americans think of Islamic world, too often dominant image is that of Muslim militants, with little sensitivity to great ideas and cultural expressions-art and literature-that form foundation of Islam. Course seeks to put in perspective that cultural background to modern Islamic world which is often said to be one of unity within diversity. Will read poetry from pre-Islamic Arabia, the Quran, and examine Dome of the Rock to understand basis of Islam. Will read literature and examine artistic forms from variety of periods and geographical areas. Will examine modern buildings given prestigious Aga Khan archit. award and read works by Nobel Prize awardee, Naguib Mahfouz. Will ask what principles and themes transcend this vast spread to discuss unified Islamic civilization.

Grade: individual papers and class reports as well as participation in class discussion

**HSEM 3020 CELTS, GERMANS, AND ROMANS:
CULTURAL IDENTITIES AND CROSS-CULTURAL
INTERACTIONS IN EARLY EUROPE: 500 B.C.-A.D.
500**

(Last taught: S93) prereq jr or sr, reg honors div, 4 cr
Instructor: JOHN SULLIVAN
General Ed Req: none

This seminar examines the role of conformity and obedience in politics, including the impact of the media as identified in E. Noelle-Neumann's studies of the German electorate in "The Spiral of Silence". The question of whether there might have been a 'spiral of silence' in the U.S. during the Gulf War will be discussed. Students will address the role of conformity and obedience in explaining violent obedience, including the work by Kelman and Hamilton, "Crimes of Obedience". We will also attempt to identify the psychological processes underlying political terrorism and torture, and political genocide in Nazi Germany, Turkey, Cambodia, and Argentina as described by Staub in "The Roots of Evil". We will compare research suggesting that ordinary people are quite capable of carrying out acts of terrible political obedience, and research which suggests that certain types of people are particularly predisposed to perpetrate atrocities, particularly Altemeyer's "Enemies of Freedom". Structural-social, cultural, and political-authoritarianism will be integrated with the role of propaganda and psychology in enemy-making, including the work of Keen in "Faces of the Enemy".

Class time: 30% lecture, 30% closed-circuit TV, 40% discussion

Workload: 150 pages of reading per week, 2 exams, 3 papers

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

HSEM 3030 VIRTUAL REALITY

(Last taught: F92) prereq jr or sr, reg honors div, 4 cr
Instructor: ELIZABETH BELFIORE

General Ed Req: none

Euripides has often been viewed as the most modern of the ancient Greek tragedians, in large part because of his broad psychological and social interests. He has been called, among other things, feminist, misogynist, proto-Freudian, champion of the rights of the oppressed, and anti-war poet. While Euripides shared modern psychological and social concerns to some extent, in many respects his plays also run counter to modern expectations about what tragedy should be. Many of his tragedies have happy endings; in many, the gods behave in amoral and anti-social ways; many of his themes (e.g., human sacrifice) are repellent to modern sensibilities. This course will explore these similarities and differences, through a detailed study of all of the extant plays of this poet. Because 19 plays of Euripides have survived, while only 7 plays of each of the other major tragedians remain, this study can also help us attain a balanced view of the Greek concept of tragedy.

Workload: 1 paper, oral in-class reports on assigned topics

Grade: 15-20 page research paper, oral in-class reports assigned topics, participation in class

**HSEM 3040 THE ORDINARY EXPERIENCE OF
SOCIAL AND POLITICAL CHANGE**

(Last taught: F92) prereq jr or sr, reg honors div, 4 cr
Instructor: BRUCE DOWNING

General Ed Req: none

Asian Americans are Minnesota's fastest growing racial minority. Most of the Laotian Hmong who have come here since 1976 were ill-prepared by previous education and experience for life in a post-industrial Western society. We'll see how they are doing, and what aspects of Hmong culture and of American culture have shaped their experience in America. Published research on the Hmong has been

extraordinarily interdisciplinary. The seminar will draw upon the students' own backgrounds and interests to explore the history of Hmong resettlement in Minnesota and elsewhere. We will examine issues of cultural continuity, conflict, and assimilation from the viewpoints of the Hmong themselves and from various disciplinary perspectives, such as sociolinguistics, religious studies, visual and performing arts, anthropology, economics, public policy. Readings for the seminar and individual research projects will draw heavily upon the computer-accessible research collection and publications of the S.E. Asian Refugee Studies Project, generally recognized as the nation's leading resource for information on the Hmong in America. Each student project will have a fieldwork component involving observation, interviewing or an internship.

Workload: written research plan, oral presentation plus report on research project, final paper

Grade: class partic., written research plan, oral presentation/report on research projt, final paper

**HSEM 3040 THE ORDINARY EXPERIENCE OF
SOCIAL AND POLITICAL CHANGE**

(Last taught: W94) prereq jr or sr, reg honors div, 4 cr
Instructor: DANIEL KELLIHER

General Ed Req: none

The purpose of this class is to recapture a sense of how people actually experience politics. The class is a deliberate departure from conventional political science, which usually focuses on politics at a high level of power and keeps the analysis at a high level of abstraction as well. This class will take a different approach by trying to bring students face-to-face with how it feels to live through periods of social change. With readings based on the testimony of ordinary people (roughly half from the United States and half from other parts of the world) we will try to understand the everyday politics of powerlessness, authority, work-place oppression, sexual relations, racial conflict, economic insecurity, violence, and day-to-day resistance. We will also trace the unexpected ways in which ordinary people who appear to be powerless have fought back and influenced the political world they live in. Funding from the MacArthur Program and the Institute for International Studies will also enable the seminar to meet privately with a series of three or four outside speakers, including grass-roots political activists, journalists, and academics.

Class time: 100% discussion

Workload: 2 papers, one short (7 pg) paper - not graded; one long (15 pg) paper

Grade: 50% written reports/papers, 50% class participation

**HSEM 3040 THE ORDINARY EXPERIENCE OF
SOCIAL AND POLITICAL CHANGE**

(Last taught: F93) prereq jr or sr, reg honors div, 4 cr
Instructor: KLIGER G

General Ed Req: none

The seminar will explore a variety of visions of an ideal society (utopia) and its opposite (dystopia) in the writings of philosophers, novelists, psychologists, and social and cultural critics through the ages, from Plato to Orwell. Each perspective will be examined with regard to its fundamental assumptions about human nature, the nature of human institutions, and their potentials for good and evil. A central concern of the seminar will be to assess the degrees of actual or potential correspondence of these visions to the realities of individual and social existence.

Class time: 20% lecture, 80% discussion

Workload: 1 paper, a 10-15 page based on a presentation or 20 page research paper

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

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C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
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HSEM 3050 PRIVATIZATION IN RUSSIA

(Last taught: S93) prereq jr or sr, reg honors div, 4 cr

Instructor: HARLAN SMITH

General Ed Req: none

The course will deal with a number of related questions and issues. What sort of future do you and others predict? On what are the predictions based? What considerations need to be taken into account in forming our expectations of the future? What leeway is there, if any, to affect the prospective world? Is there any ground for some consensus on a desirable future? What are the problems in individual and societal orientations toward affecting one aspect or another of our prospective world? In addition to these questions, several major national and international concerns of the 21st century will be addressed concretely, including violence, culture, economic well-being, environmental problems, human rights and justice, and democracy. The roles of technology, ideology, and institutions will be considered. Assigned readings: "The Meaning of the 20th Century" K. Boulding, "Beyond Interdependence: The Meshing of the World's Economy and the Earth's Ecology" MacNeill, Winsemius and Yakushiji, "Our Prospective World" H. Smith.

Class time: 40% lecture, 60% discussion

Workload: 2 exams, 1 paper, total readings of about 600 pages, several 10 minute oral reports on assignments

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

Exam format: essay

HSEM 3050 PRIVATIZATION IN RUSSIA

(Last taught: F92) prereq jr or sr, reg honors div, 4 cr

Instructor: RAMA MURTHY V

General Ed Req: none

This seminar is about the Planet Earth and its environments. Rather than merely providing descriptions of the physical systems, the course will emphasize the relationships between the various earth systems—the solid earth, the oceans, the atmosphere and the biosphere and the long- and short-term changes in these systems due to various natural cycles and human-induced perturbations to these cycles. The class will explore the way the Earth works through these cycles, their rates and feedbacks, controls and interactions between the various systems. The impact of humans on these cycles and possible consequences will be discussed. Basic information to understand these relationships will be presented in short lectures which span the fields of physics and astronomy, geology and biology. Students will be required to participate actively with each other in cooperative learning sessions and in dialogue with the instructor as well as in preparation of written reports and short verbal presentations.

Workload: 2 papers

Grade: 20% class participation, 80% mid-term: short paper in small groups on assigned topics; final individually prepared paper

HSEM 3060 PRACTICING DEMOCRATIC EDUCATION

(Last taught: F93) prereq jr, sr, reg honors div, 4 cr

Instructor: JAMES FARR

General Ed Req: none

This course will address some long-standing debates about democratic theory, liberal education, and citizen service. The ideas in "Democracy and Education" by John Dewey, who thought of the polity as a large classroom and of the classroom as a small polity, will frame the discussions. Recent writings by Amy Gutmann, Benjamin Barber, Eric Gorham, and Harry Boyte will also be incorporated. Our concern, at the level of theory, lies at the intersection of democracy and citizenship, on the one hand, and education and service, on the other. The course will also address questions of democracy and education practically, in the form of an educational practicum. Students will put their education and democratic citizenship into practice by serving as coaches for middle-school students (at St. Bernard's Grade School in St. Paul) who will be researching and debating their own questions about democracy and social issues (in and around their school). The fundamental premise of the course is that we learn theoretically about citizenship and education in large part by being engaged practically as citizens and educators.

Workload: 80 pages of reading per week, 1 exam, 1 notebook/journal, weekly coaching sessions

Grade: 40% final exam, 40% written reports/papers, 20% class participation, plus, required practicum

Exam format: essay

HSEM 3060 PRACTICING DEMOCRATIC EDUCATION

(Last taught: F92) prereq jr, sr, reg honors div, 4 cr

Instructor: THOMAS NOONAN

General Ed Req: none

The era of reforms initiated by Mikhail Gorbachev in 1985 is often viewed solely within the context of the Soviet experience. This short-sighted perspective ignores the fact that efforts at fundamental change in Russia go back a thousand years to Grand Prince Vladimir's conversion to Christianity in 988. Major reform eras took place under Ivan IV the Terrible in the 1550s, Peter the Great in the early eighteenth century, Alexander II in the 1860s, Marxist revolutionaries in 1917, and Stalin (1928-1938). The purpose of this course is to examine the major reform eras of the past millennium in order to explore what historical patterns or continuities may have existed and whether there are any lessons from the past which can help us to better understand the problems facing the current leaders of Russia, the Ukraine, etc. Some of the major issues to be discussed in the course revolve around the thesis that major reforms in Russia are always initiated from above by leaders intent on strengthening their own political position and enhancing their country's military power. We'll examine whether the reforms of Gorbachev and Yeltsin deviate from this "tradition" in any significant way.

Grade: book reviews, short papers, class discussion, and an essay of ca. 20 pages

HORTICULTURAL SCIENCE

HORT 1010 HOME HORTICULTURE

(Last taught: S93) no cr for hort emphasis sequence, 4 cr

Instructor: HACKETT W

General Ed Req: none

Home Horticulture explores many aspects of home gardening, both indoors and outdoors, including growing of flowers, landscape trees and shrubs, lawns, house plants, vegetables and fruits. Both principles and practices of successful gardening will be covered in a combination of lectures and labs. Topics covered include: plant identification; environmental factors; propagation; irrigation, soils and fertilizing; planting and transplanting; composting and mulching; pruning, pest management; flower arranging and landscape design.

Class time: 60% lecture, 40% laboratory

Workload: 25 pages of reading per week, 2 exams, 1 laboratory project, 3 short quizzes

Grade: 25% mid-quarter exam(s), 50% final exam, 15% quizzes, 10% lab work

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

HORT 1023 INDOOR PLANTS AND LANDSCAPES

(Last taught: W94) no prereq, 3 cr

Instructor: BROWN D

General Ed Req: none

Indoor Plants & Landscapes explores all aspects of growing houseplants indoors, both in home and commercial settings. Students will learn appropriate plant choices for interior growth as well as strategies for keeping indoor plants healthy in hostile environments. They will also gain first-hand experience in simple propagation techniques. Topics include lighting, fertilizing, insect control, containers and sub-irrigation, among others. Class will travel to an interior landscaping firm and several local sites to analyze existing interiorscapes.

Class time: 65% lecture, 15% laboratory, 20% field trips

Workload: 15 pages of reading per week, 2 exams, 1 paper, 4 short quizzes to identify plants; midterm and final exams account for the 2 exams

Grade: 25% mid-quarter exam(s), 40% final exam, 10% written reports/papers, 25% quizzes

Exam format: short questions with objective answers plus longer essay questions

HORT 1036 PLANT PROPAGATION

(Last taught: W94) no prereq, 5 cr

Instructor: ASCHER P

General Ed Req: none

This is a hands-on course. Students actually propagate hundreds of

plants, using techniques ranging from planting seeds, through taking cuttings, layering, grafting, budding, and aseptic tissue culture. Most of the propagated plants become the property of the student. The overall objective of Plant Propagation is to teach the principles and practice of sexual and asexual propagation of plants, and in the process teach the basic biology of cells, cell division, cellular organization into tissue, tissue and organ response, whole organism response as it relates to plant growth and development, the relationship of plants and plant populations to the environment, and the implications of sexual versus asexual propagation on plant systems. A second, but not less significant objective, is to teach the scientific method, beginning with formation of an hypothesis and continuing through designing experiments to test the hypothesis, conducting the experiments, taking data, interpreting results, and sharing the results and interpretation with others. Course content ranges from molecules important in cell division to impact of environment, both macro and micro, on plant populations.

Class time: 25% lecture, 10% discussion, 65% laboratory

Workload: 20 pages of reading per week, 2 exams, writing for newsletter - 2 printed pages

Grade: 40% mid-quarter exam(s), 10% written reports/papers, 10% special projects, 40% lab work, optional final exam to replace up to 20% of lower grades; quizzes to resolve final grade

Exam format: open-book, take-home exams with 1 week to complete; mostly short answer and problem solving

HORT 3002 HORTICULTURAL CROPPING SYSTEMS

(Last taught: W94) prereq 1036, Biol 1103, 5 cr

Instructor: SWANSON B !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

The identification, manipulation and management of production systems generic to all horticulture commodities. Greenhouse production, field production and container production will be studied relative to providing basic optimum conditions for yield maximization with appropriate resources.

Class time: 50% lecture, 10% discussion, 40% laboratory

Workload: 10 pages of reading per week, 2 exams, 1 paper, 2 problem solving

Grade: 20% mid-quarter exam(s), 40% final exam, 10% written reports/papers, 10% in-class presentations, 10% lab work, 10% problem solving

Exam format: true/false, multiple choice, completion and matches

HORT 3003 PLANT GENETICS AND IMPROVEMENT

(Last taught: F93) prereq Biol 1009, 4 cr

Instructor: LUBY J

General Ed Req: none

The purpose of this course is to cultivate an appreciation for the fundamental principles of genetics and genetic processes, the nature of variation and heredity in plants, the relationships of genetics to crop evolution and plant breeding practices, interactions of genotypes with the environment and the impact on crop performance, and the importance preserving wild germplasm.

Class time: 75% lecture, 25% laboratory

HORT 5001 HARVEST TO MARKET OF HORTICULTURAL CROPS

(Last taught: F93) prereq PBio 3131, 3 cr

Instructor: LI P

General Ed Req: none

This course deals with what happens to horticultural crops (fruits, vegetables, and flowers) after they are grown, from the time someone decides they can be harvested through the time a consumer buys them.

Some of the questions answered by this course are: How do you know something is ready for harvest? How do you keep commodities from dying before they get to the consumer? How does a retailer determine how a product is packaged by the grower/shipper? By the end of this course students should 1) understand the physiological and biochemical processes occurring after harvest until senescence and how this relates to handling procedures for different horticultural crops, 2) understand the importance of temperature, humidity, physical injury and atmosphere to postharvest shelf life, and 3) describe the roles of different people in the postharvest chain.

Class time: 70% lecture, 30% laboratory, includes field trips

Workload: 20 pages of reading per week, 2 exams, 1 paper, 1 project

Grade: 25% mid-quarter exam(s), 40% final exam, 15% written reports/papers, 20% special projects

Exam format: essay

HORT 5032 TREE FRUIT PRODUCTION

(Last taught: F92) prereq 1100...PIPh 3131 rec, 4 cr

Instructor: HOOVER E !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

see bulletin

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% special projects

Exam format: essay

HORT 5034 COMMERCIAL VEGETABLE AGRICULTURE

(Last taught: S93) prereq 3002 or Agro 1010, Soil 3125, 5 cr

Instructor: DAVIS D

General Ed Req: none

Historical and current role of vegetables in the economy, in society and in human nutrition. Crop cultural and product handling systems emphasizing such topics as the impact of environmental components (water, nutrition, temperature, soil and light) on stand establishment, crop and product development and occurrence of product defects. History and evolution of crop species and product development. Applied physiology and genetics of fruit, bulb, tuber initiation; sink development, maturation and quality. Analysis of high vs low input production budgets in various cropping systems. Management decision-making.

Class time: 80% lecture, 10% discussion, 10% laboratory

Workload: 30 pages of reading per week, 2 exams, 2 papers, 5-6 quizzes of 10-15 minutes each

Grade: 20% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 20% quizzes, 20% lab work, 5% problem solving

Exam format: short essay answer; occasional use of other formats

HORT 5040 ADVANCED PLANT GROWTH REGULATION

(Last taught: W94) prereq sr, 15 cr plant science, including 3 cr plant physiology, 4 cr

Instructor: HACKETT W

General Ed Req: none

Principles of plant growth and development in relation to optimizing cropping efficiency and product quality. Emphasis will be given to analysis of the physiological and morphological basis of horticultural practices used to regulate growth and development. Exercises in utilization of these principles for solution of horticultural problems will be included. Upon completion of the course, students should have a thorough understanding of the practical methods of manipulating plant growth. They should know which of the currently available

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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practices are best suited to regulate plant development. The students should also have the ability to critically read the current literature to learn new growth manipulation practices. By learning the basic principles of how to manipulate plant growth, the students should develop the ability to hypothesize various uses of the respective procedures.

Class time: 50% lecture, 50% discussion

Workload: 35 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 38% final exam, 38% written reports/papers

Exam format: short answer, problems

HORT 5046 NURSERY MANAGEMENT I

(Last taught: F93) 5046-5047-5048=; prereq 1021, 4 cr

Instructor: SWANSON B !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

Content of the course will include the nature of the industry, beginning and planning in the nursery business, and nursery management. Course will include several field trips to nurseries.

Class time: 40% lecture, 10% discussion, 50% laboratory

Workload: 10 pages of reading per week, 2 exams, 2 papers, 4 exercises

Grade: 20% mid-quarter exam(s), 27% final exam, 10% written reports/papers, 23% lab work, 10% class participation, 10% problem solving

Exam format: true/false, multiple choice, completion, matching

HORT 5047 NURSERY SCHEDULING AND ENTERPRISE DEVELOPMENT

(Last taught: W94) 5046-5047-5048=; prereq 5046, 2 cr

Instructor: SWANSON B !!Morse Alumni Teaching Award Winner; also College of Ag Distinguished Teacher!!

General Ed Req: none

This course is the second course in a series of three courses in Nursery Management. All three courses are required for credit. Development of specific crop schedules using current technical and economic data for efficient production. Development of a total nursery enterprise designed for a workable and profitable business establishment.

Class time: 50% lecture, 10% discussion, 40% project work

Workload: 10 pages of reading per week, 1 exam, 2 papers, 2 problem solving

Grade: 35% final exam, 40% written reports/papers, 12% in-class presentations, 13% problem solving

Exam format: true/false, multiple choice, completion, and matching

HUMANITIES

HUM 1004 HUMANITIES IN THE MODERN WORLD IV

(Last taught: F93) §Rhet 3381, 4 cr

Instructor: KLIGER G

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

Purpose of course is to acquaint students with interaction of rival ideologies, historical events, and forms of culture and society in Europe during the period in question. Representative works of the time which profoundly influenced thinking, feeling, and action will be examined in some detail and the relationships of competing ideologies to one another and type of practices they motivated will be explored. Following topics: Leninism and Bolshevik revolution; Stalinism and Moscow purges, 1936-38; Freud's theories of development of personality, neurosis, and nature of civilization, with particular emphasis on psychological causes of tension and conflict in society; Eliot's neo-orthodox nostalgia; Kafka's depiction of absurdity and dehumanization prevalent in twentieth century Western society; Fascist challenge to democracy; Spanish civil war and Picasso's attack on fascism and critique of contemporary society; Primo Levi's account of life in a Nazi concentration camp and the Holocaust. A slide of Picasso's Guernica will be discussed.

Class time: 75% lecture, 20% discussion, 5% slide presentation and lecture/discussion

Workload: 108 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: take-home essays

HUM 1005 HUMANITIES IN THE MODERN WEST V

(Last taught: W94) §3005, 4 cr

Instructor: KLIGER G

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

The course will explore some perspectives on the human condition, self and society influential in the West during the period 1945-1970. Major works of the time in Philosophy, drama, psychology, and film will be examined in some detail. An important theme of the course will be an assessment of the influence of Oriental spiritual traditions on the West. The course will first examine Existentialism, tracing its tradition from Kierkegaard, Dostoevsky and Nietzsche in the nineteenth century to Heidegger, Jaspers, Sartre, Merleau-Ponty and Camus in the twentieth. The representative text will be Camus' "The Myth of Sisyphus and Other Essays." The second topic will be the Theatre of the Absurd movement in drama which focuses on the irrational in human relationships and the experience of absurdity. The representative text will be Ionesco's "Rhinoceros." The third topic will be Jungian theory, which has rivalled Freudianism as a flourishing school of depth psychology. The text examined will be Jung's "Two Essays on Analytical Psychology." Federico Fellini's screenplay and film "Juliet of the Spirits" will be explored as an example of a work which addresses problems of Western culture. Watt's "Way of Zen"; text for Oriental perspective.

Class time: 75% lecture, 20% discussion

Workload: 108 pages of reading per week, 3 exams, 3005 students; additional 2 hrs reading per week and one term paper

Grade: 50% mid-quarter exam(s), 50% final exam, 33% 3005 students; midquarter, final and paper=33% of grade

Exam format: take-home essays

HUM 1115 EUROPEAN HERITAGE: MIDDLE AGES

(Last taught: W94) no prereq, 4 cr

Instructor: AKEHURST F

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

An overview of the history and culture of Europe from c. 500 to c. 1400 is attempted in this course. Topics touched upon ("covered" would be too rash a claim) include: The spread of Christianity, the rise and spread of Islam; the Barbarian invasions; the three (or four) classes of society; the Church and heresies; the rise of the schools and the universities; the twelfth-century renaissance; medieval art and architecture, philosophy, literature, music, science, government, and law. Students will be assigned readings from a general book (one book to buy) and from supplementary readings as distributed or made available. To provide diversity, students will be encouraged to write their papers on a non-European topic.

Class time: 70% lecture, 30% discussion

Workload: 40 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: essay

HUM 3005 HUMANITIES IN THE MODERN WEST V

(Last taught: W94) §1005; prereq jr or sr or #, 4 cr

Instructor: KLIGER G

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

The course will explore some perspectives on the human condition, self and society influential in the West during the period 1945-1970. Major works of the time in Philosophy, drama, psychology, and film will be examined in some detail. An important theme of the course will be an assessment of the influence of Oriental spiritual traditions on the West. The course will first examine Existentialism, tracing its tradition from Kierkegaard, Dostoevsky and Nietzsche in the nineteenth century to Heidegger, Jaspers, Sartre, Merleau-Ponty and Camus in the twentieth. The representative text will be Camus' "The Myth of Sisyphus and Other Essays." The second topic will be the Theatre of the Absurd movement in drama which focuses on the irrational in human relationships and the experience of absurdity. The representative text will be Ionesco's "Rhinoceros." The third topic will be Jungian theory, which has rivalled Freudianism as a flourishing school of depth psychology. The text examined will be Jung's "Two Essays on Analytical Psychology." Federico Fellini's screenplay and film "Juliet of the Spirits" will be explored as an example of a work which addresses problems of Western culture. Watt's "Way of Zen"; text for Oriental perspective.

Class time: 75% lecture, 20% discussion

Workload: 108 pages of reading per week, 3 exams, 3005 students;

additional 2 hrs reading per week and one term paper
Grade: 50% mid-quarter exam(s), 50% final exam, 33% 3005 students; midquarter, final and paper=33% of grade
Exam format: take-home essays

HUM 3115 EUROPEAN HERITAGE: MIDDLE AGES

(Last taught: W94) §1115; prereq jr or sr or #, 4 cr
 Instructor: AKEHURST F
 General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)
 An overview of the history and culture of Europe from c. 500 to c. 1400 is attempted in this course. Topics touched upon ("covered" would be too rash a claim) include: The spread of Christianity, the rise and spread of Islam; the Barbarian invasions; the three (or four) classes of society; the Church and heresies; the rise of the schools and the universities; the twelfth-century renaissance; medieval art and architecture, philosophy, literature, music, science, government, and law. Students will be assigned readings from a general book (one book to buy) and from supplementary readings as distributed or made available. To provide diversity, students will be encouraged to write their papers on a non-European topic.
Workload: 60 pages of reading per week, 2 exams, 1 paper
Exam format: essay

HUM 3256 AESTHETICS, ARTS, AND SOCIETY: FRANCE: 1848-1900

(Last taught: F92) prereq jr, sr, or #, 4 cr
 Instructor: KLIGER G
 General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
 The aim of course is to explore major movements in painting, literature, poetry, philosophy of art, literary criticism and art criticism in France during second half of nineteenth century. They will be examined with respect to their intrinsic contents, their dialectical relationships to one another, and their nature and function in relation to their historical, social and cultural context. Will also explore ways in which common aesthetic concepts and values as well as common responses to a shared social and cultural context which define a given movement, find expression in different media and in different genres within a given medium. Course will focus on Realism in painting and literature (Millet, Courbet, Flaubert); Naturalism in literature (Zola); Impressionism in painting (Manet, Monet, Renoir); and Symbolism in literature, painting, and poetry (Huysmans, Puvis de Chavannes, Redon, Seurat, Gauguin, Van Gogh, Baudelaire, Verlaine, Rimbaud, Mallarme).
Class time: 50% lecture, 20% discussion, 30% slide presentation and lecture/discussion
Workload: 110 pages of reading per week, 2 exams
Grade: 50% mid-quarter exam(s), 50% final exam
Exam format: take home essays

HUM 3281 INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE

(Last taught: F93) §Hist 3281, 4 cr
 Instructor: THAYER J
 General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)
 This is 1st quarter of 3 quarter sequence dealing with logical, epistemological and philosophical issues of the historical, social and natural sciences since the late 17th century. Issues of aesthetics and criticism are also treated. Students need not, and generally have not, taken the qtrs in sequence, nor necessarily taken all 3 qtrs. No prereq. Class size varies from a maximum of 90-100 to a minimum of 30-40, depending on qtr and readings assigned. Students who shy away from paper-writing courses should be advised that the grade for each qtr's work rests solely on single paper presented at time of scheduled final exam. No in-class exam. Given the difficulty of some of the readings,

lists of questions are handed out for each of assigned readings. These questions are not to be answered, but serve as guides to most significant passages in texts. The course is also a training in reading what at first glance may appear to be highly specialized, even esoteric discussion. But experience has shown that papers produced in this course are of a very high order of stylistic and analytic clarity.
Class time: 90% lecture, 10% discussion
Workload: 1 exam
Grade: 100% final exam
Exam format: a paper describing and comparing the major concepts of the assigned readings

HUM 3282 INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE

(Last taught: W94) §Hist 3282, 4 cr
 Instructor: THAYER J
 General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)
 This is the 2nd qtr of a 3 qtr sequence dealing with logical, epistemological aspects of the social, historical and natural sciences since the late 17th century. Related issues of aesthetics and criticism are also covered. The 1st qtr included readings from Berkeley, Hume, Kant, the physicist Werner Heisenberg, as well as from the philosopher-poet Alexander Pope. Students need not take the qtrs in chronological sequence. HIST 3282 will deal with the development out of some aspects of Kantian philosophy and aesthetics of Sociology, as well as with its rival explanatory theory of history, Marxism. There is no text, but a central work, in which the relationship between language, literature and Sociology is made clear, the last Raymond Williams "Culture and Society:1780-1950" will serve as a framework. Documentary readings from political-economic theorists, i.e. Smith, Ricardo, Malthus, Bentham, Carlyle, et al. will also be used. Class size varies from 75-100. Students who shy away from paper-writing courses should be advised that there is no in-class examination, grade being determined by a single paper that will describe and compare the basic ideas of the assigned writers. One so-called "industrial novel" will also be assigned.
Class time: 90% lecture, 10% discussion
Workload: 1 paper, pages of reading varies per week
Grade: 100% written reports/papers
Exam format: a single paper describing and comparing the ideas of the assigned authors.

HUM 3677 SELF-REALIZATION IN 20TH-CENTURY LITERATURE

(Last taught: S93) prereq jr or sr or #, 4 cr
 Instructor: KLIGER G
 General Ed Req: none
 The purpose of the course is to explore selected works of 20th century literature which deal with the theme of the individual's quest for meaning, self-understanding and self-realization in specific social and cultural contexts. The literary works examined are chosen for the depth, richness, and variety of perspectives which they bring to bear on the theme in question. The course will examine Joseph Conrad's "Heart of Darkness", Kate Chopin's "The Awakening", James Joyce's "A Portrait of the Artist as a Young Man", Jean Paul Sartre's "The Flies", and Herman Hesse's "The Glass Bead Game". Among the ideas and issues explored will be the Victorian ideal of woman, turn-of-the-century Western conceptions of the native African, the notion of "the darkness within us" (Conrad); early 20th century American views on woman's role in society (Chopin); nationalism and Catholicism as dominant ideologies in 20th century Irish society, the role of the artist in society and the nature and function of the work of art (Joyce); personal identity as potentials to be actualized (Chopin, Joyce, Hesse), or as implementation of a freely chosen project

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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(Sartre); the relationship of the self to vocation/profession (Joyce, Hesse).

Class time: 75% lecture, 20% discussion

Workload: 110 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: take-home essays

HUM 3910H TOPICS IN THE HUMANITIES

(Last taught: F93) prereq CLA Honors jr or sr or #, 4 cr

Instructor: KLIGER G

General Ed Req: none

The seminar will explore a variety of visions of an ideal society (utopia) and its opposite (dystopia) in the writings of philosophers, novelists, psychologists, and social and cultural critics through the ages, from Plato to Orwell. Each perspective will be examined with regard to its fundamental assumptions about human nature, the nature of human institutions, and their potentials for good and evil. A central concern of the seminar will be to assess the degrees of actual or potential correspondence of these visions to the realities of individual and social existence.

Class time: 20% lecture, 80% discussion

Workload: 1 paper, a 10-15 page based on a presentation or 20 page research paper

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

HUM 5304 THEORIES OF IDEOLOGY: PHILOSOPHICAL VIEWS

(Last taught: W93) prereq jr or sr or grad stu, or #, 4 cr

Instructor: KLIGER G

General Ed Req: none

The aim of the seminar is to acquaint the student with some major contributions to the understanding of what constitutes an ideology and how it functions at the level of the individual and of society. A variety of disciplines, theoretical positions, and methodological orientations will be represented, their epistemological credentials examined and, wherever possible, their status vis-a-vis empirical evidence assessed. The student enrolled in the seminar should acquire considerable experience in critically examining a variety of theories and methodologies. The seminar will contribute to the curricular development of the Humanities Department with regard to one of its fundamental concerns: ideology and ideological analysis. The seminar will explore the theories of Marx, Nietzsche, Freud, Mannheim, Althusser, Foucault, Habermas, and Feminist Theory in so far as they bear on the following issues: 1) dimensions of ideology, 2) function at level of individual and/or society, 3) sources of generation, propagation, and maintenance of an ideology, 4) how embodied in art, literature, films, religious doctrines, etc., 5) instruments of propagation of ideologies, 6) distinction between ideologies and theories in social science, nat. science.

Class time: 20% lecture, 80% discussion

Workload: 50 pages of reading per week, 1 paper, 2 papers for graduates

Grade: 80% written reports/papers, 20% in-class presentations

Exam format: term papers

INDUSTRIAL ENG/OPER RESEARCH

IEOR 3000 INTRODUCTION TO INDUSTRIAL ENGINEERING ANALYSIS

(Last taught: W94) prereq IT stu, Math 1252, 4 cr

Instructor: IRANI S

General Ed Req: none

Objective: To solve industrial problems using the analytical tools of Operations Research (OR) and techniques of Industrial Engineering (IE). Text: Turner, W.C., Mize, J. H., Case, K.E. and Nazemetz, J.W. 1993 "Introduction to Industrial and Systems Engineering"

Class time: 50% lecture, 50% discussion

Workload: 15 pages of reading per week, 4 exams, pop quizzes

Grade: 40% mid-quarter exam(s), 40% final exam, 20% quizzes

Exam format: thought type, quantitative, problem solving

IEOR 5010 INTRODUCTION TO WORK ANALYSIS

(Last taught: F93) prereq 3000, IT or grad, 4 cr

Instructor: BARNETT E

General Ed Req: none

Objectives: 1) to learn and practice the more common approaches to the analysis and improvement of methods; 2) to gain a knowledge of time study, MTM and work sampling as used in the determination of engineered time standards; 3) to understand the development and use of standard data; 4) to learn the fundamentals of measured day work and wage incentive plans, their design, installation and administration; 5) to review gains sharing and white collar productivity, two of the newer areas of work analysis. Students work in 3-4 person groups for a number of activities including written case studies and presentations and term project.

Class time: 40% lecture, 40% discussion, 20% oral case presentations

Workload: 30 pages of reading per week, 4 exams, 3 papers, 3 oral presentations

Grade: 25% final exam, 15% special projects, 30% quizzes, 10% problem solving, 20% oral reports

Exam format: problems

IEOR 5010 INTRODUCTION TO WORK ANALYSIS

(Last taught: W94) prereq 3000, IT or grad, 4 cr

Instructor: KVALSETH T

General Ed Req: none

Same content as given in the IT Bulletin. Additionally, we cover job analysis and evaluation, wage payment systems, and wage incentives.

Class time: 85% lecture, 15% discussion

Workload: 50 pages of reading per week, 3 exams, 7 laboratory exercises

Grade: 50% mid-quarter exam(s), 45% final exam, 5% lab work

Exam format: a mixture of brief essays, multiple choice, true/false, some computation

IEOR 5030 QUALITY CONTROL AND RELIABILITY

(Last taught: W94) prereq IT or grad stu, Math 1261, ME 3900...3000 rec, 4 cr

Instructor: ARORA S

General Ed Req: none

The course basically covers the following four areas: 1) Identifying sources of variation in a production process, reducing variances, giving a signal when process mean or variance is not in control through appropriate process control charts; 2) Improving product and process design through designed experiments, which are more efficient in generating new learning, and in speeding up the evolution process; 3) Random sampling techniques, sampling plans to determine the quality of incoming materials, parts and components; 4) Designing diagnostic systems to identify the failure mode when process is reported to be out of control. Concepts of Total Quality Management and continuous improvement are covered.

Workload: 40 pages of reading per week, 3 exams

Exam format: problems

IEOR 5030 QUALITY CONTROL AND RELIABILITY

(Last taught: F93) prereq IT or grad stu, Math 1261, ME 3900...3000 rec, 4 cr

Instructor: DOOLEY K

General Ed Req: none

This course will cover both the managerial and technical aspects of quality improvement and associated statistical techniques. The student should have a background in introductory statistics.

Class time: 50% lecture, 25% discussion, 25% experiential exercises

Workload: 50 pages of reading per week, 1 paper, 6 homeworks

Grade: 30% written reports/papers, 70% problem solving

IEOR 5070 INTRODUCTION TO HUMAN FACTORS ENGINEERING

(Last taught: W94) prereq IT or grad or public health stu or #, 4 cr

Instructor: KVALSETH T

General Ed Req: none

Same course content as outlined in the IT Bulletin. In addition, we also cover cumulative trauma disorders in the workplace (e.g., carpal tunnel syndrome, tendonitis), their symptoms and potential design remedies.

Class time: 80% lecture, 15% discussion, 5% laboratory

Workload: 30 pages of reading per week, 3 exams, 6-7 laboratory exercises

Grade: 50% mid-quarter exam(s), 45% final exam, 5% lab work

Exam format: short essays, multiple choice, true/false, some compu-

tations

IEOR 5254 DESIGN MORPHOLOGY WITH APPLICATIONS

(Last taught: F93) prereq completion of sequences ME 3201/3 or 5, ME 3303 or 5342, upper div mech engr maj, 4 cr

Instructor: MANTELL S

General Ed Req: none

This senior level course focuses on solving design problems in mechanical engineering. Various design projects are proposed and sponsored by faculty and local industry. These projects typically combine various aspects of manufacturing engineering, industrial engineering, thermal/fluid systems, and particle technologies. Students select a project and are assigned to a project team. Class lecture meetings consist of 1) a set of lectures on various aspects of design (the design process, reliability, safety, ethics, aesthetics, brainstorming sessions, oral presentations) and 2) project team meetings. The emphasis in the course is on open ended design, in which there is no unique path to solving a particular design problem.

Class time: 10% lecture, 90% design team meetings

Workload: 1 paper, 2 oral presentations

Grade: 30% written reports/papers, 40% in-class presentations, 30% project advisor evaluation

IEOR 5351 ANALYSIS OF PRODUCTION PROCESSES

(Last taught: F93) prereq 5020, IT stu or grad...backgrd in all indus engr areas rec-3000, 5010, 5030, 5040, 4 cr

Instructor: BARNETT E

General Ed Req: none

Objectives: 1) to apply current operation management principles and practices, such as JIT, TQM and GT to operating situations in manufacturing organizations; 2) to learn the broad range of issues related to the management of the work force; 3) to understand the management issues related to traditional and changing production, quality, and inventory control problems; 4) to provide you with the opportunity to work within a team and to practice oral and written technical presentation skills. This course achieves its objectives by reading and discussion of text material and current literature and by utilizing the technique of study and analysis of operational case studies. It is the responsibility of each student to read, study, analyze and develop recommendations for each assigned case according to the schedule, and to come to each class session prepared to participate actively in the case discussions during the class period. Students work in teams on the case studies. A different case is assigned for presentation and discussion during each class session. One team is assigned to make an oral presentation of the case while another assigned team submits a written report on the case.

Class time: 10% lecture, 60% discussion, 30% oral case presentations by students

Workload: 20 pages of reading per week, 1 exam, 5 papers, 5 oral case presentations

Grade: 30% final exam, 30% written reports/papers, 10% class participation, 30% oral case presentations

Exam format: essay

IEOR 5441 OPERATIONS RESEARCH II

(Last taught: W94) prereq 5040, IT stu or grad, 4 cr

Instructor: IRANI S

General Ed Req: none

Objective: To model and solve industrial problems such as machining sequence planning, facility layout, sequence-dependent scheduling of an automated machine, pattern recognition with cluster analysis, production planning, assembly line balancing, project management, optimization of workflow in a jobshop, etc. using Linear or Integer or

Mixed Integer Programming, Graph Theory, Network Analysis and AI Search Heuristics. Textbooks (required): 1) Hillier, F. S. & Lieberman, G.J. 1990 "Introduction to Operations Research"; 2) Emmons, H., Flowers, A.D., Khot, C.M. & Mathur, K. 1992 "STORM Personal Version 3.0: Quantitative Modelling for Decision Support"

Class time: 50% lecture, 50% discussion

Workload: 1 exam, 2 papers, term project

Grade: 60% special projects, 10% in-class presentations, 30% problem solving

Exam format: problem solving (no essays)

IEOR 5550 DESIGN AND ANALYSIS OF EXPERIMENTS I

(Last taught: W94) prereq ME 3900, IT stu or grad, 4 cr

Instructor: DOOLEY K

General Ed Req: none

This course is an overview of the most widely-used and important tool in statistical design and analysis of experiments. Topics include: modern thoughts on variation, the scientific method, hypothesis testing, comparing two treatments, comparing differences, variance inferences, multiple comparisons, diagnostics checks, model building methodology, design and analysis of factorial experiments, prediction, design and analysis of fractional factorial experiments, Taguchi methods, and optimization. The student is expected to have some exposure to intro Stats (e.g. ME 3900), although a review will be provided. Final grades are based on a straight scale. Teamwork is encouraged on homeworks. The textbooks are "Statistics for Experimenters" by Box, Hunter, and Hunter, and "How to Lie with Statistics" by Huff.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week

Grade: 40% special projects, 60% problem solving

IEOR 5703 ENGINEERING PROJECT MANAGEMENT

(Last taught: W94) §CE 5703; prereq IT sr or grad stu, 4 cr

Instructor: SHENHAR A

General Ed Req: none

Project management has become a central activity in most industrial organizations and across many industries. Being a practical and problem-driven field, the discipline of project management is rapidly evolving while new ideas, new tools and new techniques are constantly added. Based on a combination of personal experience and scholarly research the objective of this course is to provide a broad understanding of the concepts of modern project management and develop the needed skills that relate to the management of today's engineering projects. The course will start with some strategic topics such as project management styles, the roles of the project manager, project management success measures and success factors, and then will move on into some classical components of project management like scheduling, planning, organizing, controlling and staffing. It will conclude with some human related areas like communications, motivation, and team building.

Class time: 60% lecture, 40% discussion

Workload: 20 pages of reading per week, 8 papers, final project paper

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

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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INDUSTRIAL RELATIONS

IR 3002 PERSONNEL AND INDUSTRIAL RELATIONS

(Last taught: W93) prereq 90 cr completed or in progress, Econ 1101, Econ 1102, Psy 1001, 4 cr

Instructor: KLEIST J

General Ed Req: none

This course is intended as an introduction to industrial relations, personnel and human resource management. We will be concentrating on the following five human resource management topic areas: labor market conditions; staffing, training and development; organizational behavior; compensation; labor relations. Text: Cascio, Wayne F. 1992, "Managing Human Resources" NY McGraw-Hill.

Class time: 60% lecture, 20% group activities

Workload: 80 pages of reading per week, 2 exams, 1 paper, debate preparation

Grade: 40% mid-quarter exam(s), 40% final exam, 20% written reports/papers, debate project

Exam format: multiple choice, true/false, short answer, short essay

IR 3002 PERSONNEL AND INDUSTRIAL RELATIONS

(Last taught: W93) prereq 90 cr completed or in progress, Econ 1101, Econ 1102, Psy 1001, 4 cr

Instructor: OSTROFF C

General Ed Req: none

Introduction and overview of Industrial Relations with an emphasis on Human Resource Management. Discussion and lecture on topics and issues relating to organizations, staffing, training and development, compensation and benefits, planning, recruiting, job analysis, performance appraisal, quality, productivity improvement. Other topics overviewed are labor markets, unions and collective bargaining. Text: Cascio, W., 1992, "Managing Human Resources," 3rd ed. NY: McGraw Hill.

Class time: 70% lecture, 30% discussion

Workload: 75 pages of reading per week, 2 exams, 1 paper, 1 group debate presentation

Grade: 35% mid-quarter exam(s), 40% final exam, 15% written reports/papers, 10% debate presentation group

Exam format: 40% true/false and multiple choice, 40% short answer, 20% medium answer

IR 5000 TOPICS IN PERSONNEL AND INDUSTRIAL RELATIONS: JAPANESE INDUST REL AND MGMT PRACTICES IN INTERNATIONAL BUSINESS SETTINGS

(Last taught: S93) prereq IR grad maj must reg A-F, 4 cr

Instructor: NAKAMURA M

General Ed Req: none

Japanese management practices have attracted much attention in the world business community in recent years. In this course we will discuss the economic rationale underlying Japanese business firms' practices in production management and industrial relations, finance and management control and globalization in international business settings. Topics covered include the Toyota (Kanban just-in-time) production system and types of industrial relations it requires, the main bank, vertical and horizontal corporate groups (Keiretsu), and global strategies. The interdependent nature of these practices will also be discussed. Text: Aoki, Masahiko "Information, Incentives, and Bargaining in the Japanese Economy" paperback edition, Cambridge, University Press, 1990. Supplementary readings.

Class time: 80% lecture, 20% discussion

Workload: 2 exams

Grade: 35% mid-quarter exam(s), 40% final exam, 15% written reports/papers, 10% in-class presentations

Exam format: short essay

descriptive and prescriptive decision-making research, individual and group decision support systems, and executive information systems. Management of DSS within the end-user computing environment is also discussed. Course content primarily emphasizes conceptual foundations of DSS, but DSS software reviews, demonstrations, and case examples are also included.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 3 one page reports

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 20% class participation

Exam format: essay

IDSC 5410E DECISION SUPPORT SYSTEMS

(Last taught: W93) prereq 3030 or MBA 8025 or equiv or #, 4 cr

Instructor: BROWNE

General Ed Req: none

This course provides an overview of theoretical and organizational aspects of decision support systems, including relevant aspects of descriptive and prescriptive decision-making research, individual and group decision support systems, and executive information systems. Management of DSS within the end-user computing environment is also discussed. Course content primarily emphasizes conceptual foundations of DSS, but DSS software reviews, demonstrations, and case examples are also included.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 3 one page reports

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 20% class participation

Exam format: essay

INSTITUTE OF TECHNOLOGY

IOFT 1222 INTRODUCTION TO CAREERS IN SCIENCE AND ENGINEERING

(Last taught: W94) prereq IT student or A, 2 cr

Instructor: NUTTER K

General Ed Req: none

This course invites you to take charge of your career and educational process, clarify your purpose and identify the benefits of completing an IT degree. The course focuses on heightening self-awareness and refining viable educational goals as well as providing the information needed to arrive at comfortable career decisions. The Tuesday sessions address the tasks of expanding and narrowing down a list of realistic alternatives. A planful process is used with heightened self-awareness as a foundation for exploration, improved decision making and goal setting. The most sophisticated psychometric tools available are used in the self-assessment effort. This is followed by an integration and application of this "new" knowledge to improve your career decision-making and problem solving. The course ends with the refinement of short and long term goals and a detailed action plan to reach them. The course is "involvement oriented" using small groups and team work to accomplish its objectives. Thursday classes include guest presentations. Many are recent grads who share personal insights about the career paths and challenges in their fields. The topics addressed and disciplines represented are based on needs and interests of the class.

Class time: 25% lecture, 35% discussion, 40% group work

Workload: 1 paper, 5 self-report inventories; 10-12 workbook/group exercises; paper on self/career plans

Grade: 33% written reports/papers, 33% special projects, 33% class participation

Exam format: the integration paper on self and career information and detailed short/long term career plans is the final exam

INFORMATION AND DECISION SCI

IDSC 5410 DECISION SUPPORT SYSTEMS

(Last taught: W93) prereq 3030 or MBA 8025 or equiv or #, 4 cr

Instructor: BROWNE

General Ed Req: none

This course provides an overview of theoretical and organizational aspects of decision support systems, including relevant aspects of

INTERDEPARTMENTAL STUDY

ID 3101 AN INTRODUCTION TO MARXISM

(Last taught: W94) no prereq, 4 cr

Instructor: MARQUIT E

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

The course introduces the ideas, the books, the theories needed to understand the Marxist view of the changes now taking place in every part of the world. It covers theories of science, knowledge and society;

social classes, art and culture; nature of changes in the first, second, and third worlds. The differences among Marxist scholars and organizations in dealing with the structural crises faced by the capitalist and socialist systems will be considered in depth. Team taught, varying points of view, guest lectures.

Class time: 80% lecture, 20% discussion

Workload: 80 pages of reading per week, 2 exams, journal summarizing readings, lectures, own opinions

Grade: 35% mid-quarter exam(s), 35% final exam, 30% journal

Exam format: essay

ID 3925 LIFE/CAREER PLANNING

(Last taught: W94) § Jour 3925; prereq CLA jr or sr or #; non-jour stu should reg for Jour 3925, 2 cr

Instructor: KLEIN S

General Ed Req: none

The typical class size is less than 20 students. Evaluation criteria includes written reports/papers, in-class presentations, class participation, video-taped mock interview and an instructor appointment. The course is designed for CLA juniors and seniors preparing for the transition from the University. It is designed to assist students (CLA juniors and seniors), formulate post-graduation education, employment, and personal plans; and to develop an understanding of transitional issues.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 3 papers, self-assessment packet and special projects

Grade: 20% written reports/papers, 20% special projects, 20% in-class presentations, 20% class participation, 20%

Exam format: no exams

INTERNATIONAL RELATIONS

INTR 3640 FOREIGN LANGUAGE TEXTBOOKS ON INTERNATIONAL RELATIONS

(Last taught: W93) §3840; prereq IntR maj or #, completion of college language req in language of course, 4 cr

Instructor: CHATEAU

General Ed Req: none

This course is conducted entirely in French. French 1105 or the equivalent is required. Background in Int'l Relations is not a prerequisite and students from all fields who wish to practice their French while studying special topics are encouraged to apply. Grades are based on personal achievements rather than actual language expertise. Various levels of fluency are expected and native speakers are welcome. The purpose of this course is to offer students a good grasp of the material used in International Relations by French and other French-speaking universities and how it compares with the material that is being used in the USA. The course is divided into three parts: 1) Theories of International Relations-Nations and nationalisms; 2) France and European unification; 3) France and developing countries. Readings from each topic stem from books used last year at the Faculte des Sciences Politiques of Paris and the Sorbonne as well as recent issues from "Le Monde Diplomatique." Small group discussions will be organized for each session. The emphasis will be on a critical approach to the texts in the syllabus.

Class time: 20% lecture, 80% discussion

Workload: 50 pages of reading per week, 2 papers

Grade: 30% mid-quarter exam(s), 30% final exam, 40% class participation

Exam format: take-home short essays

INTR 5900 TOPICS IN INTERNATIONAL RELATIONS: NEUTRALITY IN THE LATE 20TH-CENTURY

(Last taught: W93) prereq 16 cr in social science, 4 cr

Instructor: LEE C

General Ed Req: none

This course is offered for the first time under the auspices of The Institute of International Studies' Title VI grant. The purpose is to improve students' research and foreign language skills while assisting them in becoming more critical readers of the print media. We shall first examine the factors that influence the structure of foreign news -including ideology, foreign policy and news routines. Students will then be expected to use foreign languages extensively while immersing themselves in the overseas coverage of specific international events.

Class time: 60% lecture, 40% research project

ITALIAN

ITAL 1101 BEGINNING ITALIAN

(Last taught: F93) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

Introduction to the basic structures of grammar and vocabulary. Emphasis will be based on the four language skills (speaking, writing, listening, reading) as well as on Italian culture and society. Texts: "Pugo! An invitation to Italian" 3rd edition, G. Lazzarino. Laboratory manual to accompany "Pugo! An invitation to Italian" G. Lazzarino, G. Bellesio.

Class time: 100% laboratory, proficiency-oriented methods

Workload: 4 exams, 2 papers, laboratory tests

Grade: 15% mid-quarter exam(s), 20% final exam, 10% written reports/papers, 15% quizzes, 10% lab work, 20% class participation, 10% 2 oral interviews

Exam format: short essays, grammar, vocabulary, reading exercises

ITAL 1102 BEGINNING ITALIAN

(Last taught: W94) prereq 1101, 5 cr

Instructor: STAFF

General Ed Req: none

Italian 1102 covers all the fundamentals of Italian grammar and vocabulary. In this course the main emphasis will be placed on the acquisition of the four basic skills of listening, speaking, writing and reading. Elements of Italian culture will also be introduced in this course. Texts: "Prego! An Invitation to Italian" 3rd edition, G. Lazzarino. Laboratory manual to accompany "Prego! An Invitation to Italian" G. Lazzarino, G. Bellesio.

Class time: 10% laboratory, 90% proficiency-oriented methods

Workload: 4 exams, 2 papers, attendance in class

Grade: 15% mid-quarter exam(s), 20% final exam, 10% written reports/papers, 15% quizzes, 10% lab work, 20% class participation, 10% 2 oral interviews

Exam format: short essays and grammar, vocabulary and reading exercises

ITAL 1103 BEGINNING ITALIAN

(Last taught: S93) prereq 1102, 5 cr

Instructor: STAFF

General Ed Req: none

This course will strengthen the grammatical structures learned in the previous courses (1101 and 1102) and will introduce students to the use of more complicated verb tense and moods. It will also build upon the basic skills of reading, listening and speaking. Some cultural

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

readings and videos will be presented during class-time in order to give students a better understanding of the Italian culture and society. Texts: "Prego! An Invitation to Italian" 3rd edition, G. Lazzarino. Laboratory manual.

Class time: 10% laboratory, 90% proficiency-oriented methods
Workload: 4 exams, 2 papers, attendance and participation in class
Grade: 15% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 15% quizzes, 10% lab work, 15% class participation, 10% 2 oral interviews
Exam format: short compositions and grammar, vocabulary and reading exercises

ITAL 1105 INTERMEDIATE ITALIAN

(Last taught: W94) prereq 1104, 5 cr

Instructor: STAFF

General Ed Req: none

Designated for intermediate students, Italian 1105 reviews and expands all aspects of grammar covered in beginning courses. This course also emphasizes vocabulary acquisition, culture and other activities that are designated to improve the four basic skills of listening, speaking, writing and reading. Texts: "Da Cape, an Italian Review Grammar" 3rd edition, G. Lazzarino, A. Moneti; "Italia in Prospettiva" G. Radelli.

Class time: proficiency-oriented methods

Workload: 5 exams, 4 papers, attendance in class

Grade: 15% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 15% quizzes, 10% in-class presentations, 15% class participation, 10% 2 oral interviews

Exam format: short compositions and grammar, vocabulary and reading exercises

ITAL 1106 INTERMEDIATE ITALIAN

(Last taught: F93) prereq 1105, 5 cr

Instructor: STAFF

General Ed Req: none

This course will examine some cultural aspects of modern Italy and will analyze the historical events of Italy during the Fascist dictatorship and the Second World War, with particular emphasis on the Resistance. A period of time will also be dedicated to grammar instruction and written activities. Texts: Da Capo, "An Italian Review Grammar" 3rd edition (G. Lazzarino, A. Mone). Photocopied material.

Class time: 40% lecture, 60% discussion, 7

Workload: 4 pages of reading per week, 2 exams

Grade: 15% mid-quarter exam(s), 25% final exam, 10% written reports/papers, 10% quizzes, 15% in-class presentations, 15% class participation, 10% oral interview

Exam format: essay, grammar

ITAL 3016 ADVANCED ITALIAN COMPOSITION, CONVERSATION

(Last taught: W94) prereq 3015 or #, 4 cr

Instructor: FERLITO S

General Ed Req: none

The course will analyse from a stylistic and literary perspective the works of contemporary Italian writers of prose, poetry, and theater. There will be a strong emphasis on the works of women writers.

Class time: 50% lecture, 50% discussion

Workload: 2 exams, class reports

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

Exam format: essays

ITAL 3016 ADVANCED ITALIAN COMPOSITION, CONVERSATION

(Last taught: W93) prereq 3015 or #, 4 cr

Instructor: LAVECKLIZ

General Ed Req: none

This course continues the approach taken in Italian 3015. Selected readings from both contemporary cultural materials and from classic Italian literature for class discussion and analysis. Students write numerous compositions which are corrected and returned for re-writing. Grammar review is done as necessary.

Class time: 10% lecture, 60% discussion, 30% students' oral class presentations

Workload: 25 pages of reading per week, 2 exams, 6 papers, oral class

presentations

Grade: 15% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 25% in-class presentations

Exam format: short essays

ITAL 3502 ITALIAN CIVILIZATION AND CULTURE

(Last taught: W94) prereq 3015, 4 cr

Instructor: FERLITO S

General Ed Req: none

Through the literary works of Alfieri, Foscolo, Leopardi and Manzoni this course provides an introduction to the development of romanticism in Italy from the late eighteenth century to the first half of the nineteenth century. In its attempt to define a romantic culture, the course will also consider the development of romanticism in the visual arts as well as in music.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, short essays

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

Exam format: identifications and essays

ITAL 5321 RENAISSANCE EPIC

(Last taught: W93) prereq 3015, 4 cr

Instructor: MARTINEZ R

General Ed Req: none

"Piu saggio di Orlando": The Chivalric Epics of Boiardo, Ariosto, and Tasso. This course is an experiment designed to serve both Italian students interested in reading the greatest narrative epic poems ever written in Italian (and it may well be in any language) and also non-Italian speakers who wish to become acquainted with works that had incalculable influence on subsequent European and American literature. The course will meet in two completely different groups, one conducted entirely in Italian, and one conducted in English, with readings in translation. We will read (in both groups, though quantities may vary a bit) substantial parts of Boiardo's "Orlando Innamorato", about three-fourths of the "Orlando Furioso" and all of the "Gerusalemme Liberata." Lectures will place these works in the traditions of Romance literature (the *chanson de geste*, the "matter of Britain") and of Virgilian epic. The principal emphasis of the course, however, will be the reading of epic in its relation to the exploding world of Renaissance achievements and ambitions: transoceanic exploration, revolutions in cartography, printing and commerce; as well as in terms of the historical crises of Italy and Europe in the 16th century.

Class time: 50% lecture, 50% discussion

Workload: 90 pages of reading per week, 2 exams, 1 paper

Grade: 15% mid-quarter exam(s), 25% final exam, 35% written reports/papers, 25% class participation

Exam format: essay, both short answer and longer essays

ITAL 5385 20TH CENTURY NARRATIVE

(Last taught: F92) prereq 3015 or #, 4 cr

Instructor: MARRONE C

General Ed Req: none

In this course we will study images of women in their socio-historical, cultural, political and religious contexts. We will pay particular attention to the evolution of gender roles in the twentieth century, as well as the development of innovative forms to express women's modern realities. The texts include: Grazia Deledda's 'La Madre' (1920), the moral trauma of a priest, his mother, and his lover in the insular and superstitious society of Sardinia; Anna Banti's 'Artemisia' (1947), the modern "re-creation" of the life of the exceptional seventeenth-century female artist; Cesare Pavese's 'Tra donne sole' (1949), a critique of the well-to-do artistic circles of post-war Turin; and Oriana Fallaci's 'Lettera a un Bambino Mai Nato' (1975), the feminist monologue/dialogue between a mother and her unborn child.
Class time: 25% lecture, 55% discussion, 20% small group and presentations

Workload: 100 pages of reading per week, 2 exams, 1 paper, individual presentations

Grade: 20% mid-quarter exam(s), 20% final exam, 25% written reports/papers, 20% in-class presentations, 15% class participation

Exam format: short answer and essay

JAPANESE

JPN 1011 BEGINNING JAPANESE

(Last taught: F92) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

Introduction to basic vocabulary and sentence patterns of modern Japanese. Development of elementary skills in speaking, listening, reading and writing Japanese. Class format is combination of grammar explanation (lecture) and actual practice in using the language for communication (recitation).

Class time: 30% lecture, 70% language recitation sections

Workload: 10 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 20% quizzes, 20% class participation, 20% problem solving, 10% oral interviews

Exam format: fill in blanks; sentence completion; tape listening comprehension; reading comprehension; other

JPN 1012 BEGINNING JAPANESE

(Last taught: W93) prereq 1011, 5 cr

Instructor: STAFF

General Ed Req: none

Introduction to basic vocabulary and sentence patterns of modern Japanese. Development of elementary skills in speaking, listening, reading and writing Japanese. Class format is combination of grammar explanation (lecture) and actual practice in using the language for communication (recitation). Workload, grading, and exam format vary slightly with each instructor.

Class time: 30% lecture, 70% language recitation sections

Workload: 10 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 20% quizzes, 20% class participation, 20% problem solving, 10% oral interviews

Exam format: fill in blanks; sentence completion; tape listening comprehension; reading comprehension; other

JPN 3021 INTERMEDIATE JAPANESE

(Last taught: F93) prereq 1013, 5 cr

Instructor: STAFF

General Ed Req: none

Introduction to further vocabulary and grammatical patterns beyond the elementary level, especially complex sentences. Development of intermediate skills in speaking, listening, reading, and writing Japanese. Kanji (Chinese characters) introduced with gradually increasing frequency. Class format is combination of grammar explanation (lecture) and actual practice in using the language (recitation). Use of English gradually reduced so that Japanese is used almost exclusively by the spring quarter.

Class time: 40% lecture, 60% language recitation sections

Workload: 10 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 20% quizzes, 20% class participation, 20% problem solving, 10% oral interview

Exam format: reading and listening comprehension; short answer questions in Japanese; Kanji (chinese characters)

JPN 3022 INTERMEDIATE JAPANESE

(Last taught: W94) prereq 3021, 5 cr

Instructor: STAFF

General Ed Req: none

Introduction to further vocabulary and grammatical patterns beyond the elementary level, especially complex sentences. Development of

intermediate skills in speaking, listening, reading, and writing Japanese. Kanji (Chinese characters) introduced with gradually increasing frequency. Class format is combination of grammar explanation (lecture) and actual practice in using the language (recitation). Use of English gradually reduced so that Japanese is used almost exclusively by the spring quarter. Workload, grading, and exam format vary slightly with each instructor.

Class time: 40% lecture, 60% language recitation sections

Workload: 10 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 20% quizzes, 20% class participation, 20% problem solving, 10% oral interview

Exam format: reading and listening comprehension; short answer questions in Japanese; Kanji (chinese characters)

JPN 3031 THIRD YEAR JAPANESE

(Last taught: F93) prereq 3023, 5 cr

Instructor: STAFF

General Ed Req: none

Improvement of reading skills, with emphasis on increased ability to recognize and write Kanji (Chinese characters) and to comprehend complex sentence patterns. Class conducted in Japanese, with in-class practice and outside assignments designed to develop speaking, listening, reading, and writing skills at the upper intermediate level.

Class time: 50% lecture, 50% discussion

Workload: 20 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 15% special projects, 15% quizzes, 20% class participation, 10% problem solving, 10% oral interview

JPN 3032 THIRD YEAR JAPANESE

(Last taught: W94) prereq 3031, 5 cr

Instructor: STAFF

General Ed Req: none

Improvement of reading skills, with emphasis on increased ability to recognize and write Kanji (Chinese characters) and to comprehend complex sentence patterns. Class conducted in Japanese, with in-class practice and outside assignments designed to develop speaking, listening, reading, and writing skills at the upper intermediate level. Workload, grading, and exam format vary slightly with each instructor.

Class time: 50% lecture, 50% discussion

Workload: 20 pages of reading per week, 2 exams, weekly written assignments and quizzes; oral interviews quarterly

Grade: 15% mid-quarter exam(s), 15% final exam, 15% special projects, 15% quizzes, 20% class participation, 10% problem solving, 10% oral interview

JPN 3051 ADVANCED JAPANESE CONVERSATION AND COMPOSITION

(Last taught: F93) §5051; prereq 3033 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Discussion in Japanese of topics relevant to modern Japanese society, centered around videotaped dramas from Japanese television. Compositions assigned in Japanese to foster increased sophistication in expressive power. Readings in Japanese at the advanced level, with continued emphasis on vocabulary acquisition and recognition/reproduction of Kanji (Chinese characters).

Class time: 20% lecture, 80% discussion

Workload: 30 pages of reading per week, 3 papers

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

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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JPN 3052 ADVANCED JAPANESE CONVERSATION AND COMPOSITION

(Last taught: W94) §5052; prereq 3033 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Discussion in Japanese of topics relevant to modern Japanese society, centered around videotaped dramas from Japanese television. Compositions assigned in Japanese to foster increased sophistication in expressive power. Readings in Japanese at the advanced level, with continued emphasis on vocabulary acquisition and recognition/reproduction of Kanji (Chinese characters). Workload, grading, and exam format vary slightly with each instructor.

Class time: 20% lecture, 80% discussion

Workload: 30 pages of reading per week, 3 papers

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

JPN 3061 MEDIA JAPANESE

(Last taught: W93) see dept for prereq, 4 cr

Instructor: JACOBSEN W

General Ed Req: none

(Please note: this course is not listed in the class schedule -please see the department for registration call number and class times) Development of comprehension skills in reading and listening to Japanese-language newspapers, journals, and radio and television broadcasts. Special attention is given to vocabulary, grammatical patterns, and "kanji" unique to the media. The class is conducted in Japanese and is limited to Japanese undergraduate majors who have completed JPN 3033 (third-year Japanese).

Class time: 20% lecture, 40% closed-circuit TV, 20% discussion

Workload: 40 pages of reading per week, student projects involving Japanese media

Grade: 20% special projects, 30% quizzes, 30% in-class presentations, 10% class participation

JPN 3162 EARLY MODERN JAPANESE LITERATURE

(Last taught: W93) no prereq, 4 cr

Instructor: DOUGLAS N

General Ed Req: (CLA: WS) (CBS: WS)

An introduction classical Japanese literature. Early history/poetry collections, Haiku, the tale of Genji-Murasaki Shikibi, Noh Jarama/Kabuki, some lit. critical reading.

Class time: 70% lecture, 30% discussion

Workload: 70 pages of reading per week, 2 exams, 2 papers

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

Exam format: tests/papers (c. 6 pp. each)

JPN 3163 TRADITIONAL JAPANESE LITERATURE IN ENGLISH TRANSLATION

(Last taught: F92) no prereq, 4 cr

Instructor: MONNET

General Ed Req: (CLA: D WS) (CSOM: D) (IT: D) (CBS: D WS)

Course content: selections from classical Japanese prose, by Helen McCullough 'Teaching Methods: Lecture and Discussion'.

Class time: 60% lecture, 40% discussion

Workload: 2 exams

Grade: 30% mid-quarter exam(s), 30% final exam, 20% class participation, 20% class attendance

JPN 3451 INTRODUCTION TO JAPANESE LINGUISTICS

(Last taught: F92) prereq 3023 or #, 4 cr

Instructor: JACOBSEN

General Ed Req: (CLA: A) (CBS: GE)

Introduction to basic issues in structure, meaning and their interrelationship in the Japanese language. Required for Japanese majors. Prerequisite of two years of Japanese. Classroom format combines lecture and discussion of reading assignments, which are primarily in Japanese.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 2 exams, 4 quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: short answer and essay

JPN 5051 ADVANCED JAPANESE CONVERSATION AND COMPOSITION

(Last taught: F93) §3051; prereq 3033 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Identical to JPN 3051, but with increased number of written compositions. Intended for students at the graduate level.

JPN 5052 ADVANCED JAPANESE CONVERSATION AND COMPOSITION

(Last taught: W94) §3052; prereq 3033 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Identical to JPN 3052, but with increased number of written compositions. Intended for students at the graduate level.

JPN 5251 HISTORY OF JAPANESE LANGUAGE

(Last taught: F92) prereq 3033, 5451 or #, 4 cr

Instructor: JACOBSEN W

General Ed Req: none

Introduction to the major techniques of reconstructing proto-Japanese: the comparative method, internal reconstruction, and evidence from written documents. Major historical changes in the grammar and sound system of Japanese.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 20% final exam, 60% written reports/papers

Exam format: short answer and essay

JPN 5361 READINGS IN MODERN JAPANESE LITERATURE I

(Last taught: F92) prereq 3031, 4 cr

Instructor: MONNET

General Ed Req: none

Course content: interpretation of short stories by Shiga Naoya, 'Avutagawa Ryunosuke, Tanizavi Junichiru, Enchi Fumiko, Takahashi Takako. Teaching methods: three sessions devoted to survey lectures on modern Japanese literature and modern literary theory and criticism. The stories will be prepared beforehand by students. All students will have to participate in class discussions. Bibliography: The Shiga Hero, The Fictional Worlds of Tawizaki Tunichiro, Approaches to Modern Japanese Short Story'.

Class time: 60% lecture, 40% discussion

Workload: 2 exams

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

JPN 5362 READINGS IN MODERN JAPANESE LITERATURE I

(Last taught: W93) prereq 3031, 4 cr

Instructor: DOUGLAS N

General Ed Req: none

Reading in both modern and premodern Japanese literature. Translation and original language. Fiction, poetry and drama. Texts: "The Tale of Genji" 11th C. fiction by Murasaki; "Shikubu" in translation; "Higuchi Icmiyo" 19th C fiction, translation and Japanese; "Sarada Kiwenbi" 20th C poetry, Japanese; plus various selections of criticism and other 20th C. fiction.

Class time: 30% lecture, 50% laboratory, 20% reading aloud

Workload: 75 pages of reading per week, 2 papers, presentations

Grade: 70% written reports/papers, 15% in-class presentations, 15% discussion

Exam format: papers

JPN 5452 STRUCTURE OF JAPANESE-PHONOLOGY & MORPHOLOGY

(Last taught: W93) prereq 3023, Ling 3001 or #, 4 cr

Instructor: JACOBSEN W

General Ed Req: none

(Please note: This course is not listed in the class schedule. Please see the department for the registration call number and class meeting times.) An analysis of the sound structure and word structure of Japanese, including an introduction to generative and nongenerative theoretical approaches to these. The principal textbook is Timothy Vance's "An Introduction to Japanese Pnonology", supplemented by

journal articles and chapters from other books. The class is designed primarily for graduate students. Students must complete at least two years of Japanese and an introductory linguistics course (such as LING 5001 or JPN 3451) prior to registering for this course.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: Essay, short answer, analysis of phonological or morphological problems.

JPN 5650 PROSEMINAR: JAPANESE LINGUISTICS

(Last taught: S93) max 12 cr; prereq 5451 or #, 4 cr

Instructor: JACOBSEN W

General Ed Req: none

This is a seminar course for graduate students with a substantial background in Japanese linguistics and linguistic theory. The topic for this quarter is recent theoretical treatments of Japanese syntax including but not limited to, government and binding theory and generalized phrase structure grammar. Students need not have familiarity with these particular theories but should have a sufficient knowledge of Japanese and syntactic theory to allow them to read semi-technical works on these subjects.

Class time: 40% lecture, 60% discussion

Workload: 200 pages of reading per week, 1 paper

Grade: 70% written reports/papers, 30% in-class presentations

JEWISH STUDIES

JWST 1034 INTRODUCTION TO JUDAISM

(Last taught: W94) §3034, ReIS 1034, ReIS 3034, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

Very popular course. Fulfills World Studies and C-3 requirements. Large lecture and some chance for discussion with professor and TA's. Take home essay exams only.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams

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

Exam format: take home essay

JWST 3034 INTRODUCTION TO JUDAISM

(Last taught: W94) §1034, ReIS 1034, ReIS 3034, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

Very popular course. Fulfills World Studies and C-3 requirements. Large lecture and some chance for discussion with professor and TA's. Take home essay exams only.

Class time: 90% lecture, 10% discussion

Workload: 70 pages of reading per week, 2 exams

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

Exam format: take home essay

JWST 3100 JUDAISM IN THE TIME OF EARLY CHRISTIANITY (70-640 A.D.)

(Last taught: F92) §ReIS 3100, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: WS) (CBS: WS)

This course covers the main developments in Judaism from 70 to 640 C.E. in Israel and Babylonia in the context of late antique culture. It surveys the period's history and social setting and draws on recent scholarly analysis of rabbinic Judaism and its literature. The course examines in detail studies of the issues of rabbinic biography and the development of the ritual of Jewish prayer in the era as responses to

the changing social and political circumstances of the era. No previous coursework in the discipline required as prerequisite. Knowledge of Hebrew not required. Main Topics: the second temple period; first century Judaism; Judaism of Mishnah; the major trends of late antiquity in the near East; the development of rabbinic Judaism: power, myth and function; analytical study of Babylonian Judaism and the Talmud; critical biographies of Judaic religious leaders; the development of liturgical rituals and the role of the synagogue; conflict between scribal and priestly interests in the aftermath of the destruction of the Temple; interpretation of scriptural concepts in the fourth century; Judaism of the fourth century; study of Symbolism in Judaism.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: take-home essay

JOURNALISM AND MASS COMM

JOUR 1001 INTRODUCTION TO MASS COMMUNICATION

(Last taught: W93) no prereq, 4 cr

Instructor: CHANG T

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course will discuss nature, functions, and responsibilities of communication media and agencies from professional point of view. Topics will include news, opinion, entertainment, and persuasion functions as well as current trends. Specialized communication and aspects of advertising will also be covered. This course is designed 1) to survey various mass media industries; 2) to examine a wide variety of theories concerning mass media functions and effects at both the micro and macro levels; 3) to explore the implications, both domestic and international, of the mass media as social institution for human relations; and 4) to discuss the potential and impact of future communications media.

Class time: 50% lecture, 50% closed-circuit TV

Workload: 30 pages of reading per week, 2 exams

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

Exam format: multiple choice

JOUR 1001 INTRODUCTION TO MASS COMMUNICATION

(Last taught: W94) no prereq, 4 cr

Instructor: HUNTZICKER W

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The course provides an overview of the nature and history of the mass media and their influence on society. It also looks at media careers, ethics, institutions, content, and current trends. Several guest speakers will discuss current media issues. The course looks at issues in newspapers, radio, television, public relations, advertising, and popular culture. The historical approach is emphasized. Text: Hiebert, et. al. "Mass Media VI".

Class time: 50% lecture, 50% discussion

Workload: 150 pages of reading per week, 4 exams, 4 papers

Exam format: multiple choice

JOUR 3003 PRODUCING MASS MEDIA MESSAGES

(Last taught: F93) prereq formal pre-jour prog filed, 1001, fr comp or exemption, Δ, 4 cr

Instructor: HUNTZICKER W

General Ed Req: none

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Reading and lab assignments are from Copies on Campus; 2 other texts are also required. This course provides an introduction to mass media writing, including advertising, public relations, and news for print and broadcast media. This is a preparatory course for Journalism majors. Be prepared to spend a lot of time on this course.

Class time: 67% lecture, 33% writing lab session

Workload: 100 pages of reading per week, 4 exams, 1 paper per week

Grade: 80% written reports/papers, 20% quizzes, written reports include lab work, quizzes include exams

Exam format: multiple choice, and short answer

JOUR 3004 INFORMATION FOR MASS COMMUNICATION

(Last taught: W94) prereq jour maj or min status, 3003, Δ, 4 cr

Instructor: HANSEN K

General Ed Req: none

The course introduces the concept of the search strategy as it applies to mass communication. The course is concerned with the process of information gathering, evaluation and use. The strategies, techniques and resources discussed apply to all types of mass communication message production, and to work such as term paper and project production in other academic classes. A case study format is used to study the information process in depth. The course requires a text, a readings packet and an assignment book. Coursework is graded on a point basis by teaching assistants. The course is required of all majors and is a prerequisite to any major coursework in the school.

Class time: 85% lecture, 10% discussion, 5% computer assisted instruction

Workload: 50 pages of reading per week, 2 exams, 1 major project, 7 assignments

Grade: 17% mid-quarter exam(s), 17% final exam, 33% written reports/papers, 33% special projects

Exam format: short answer and essay

JOUR 3006 VISUAL COMMUNICATION

(Last taught: W94) prereq jour maj or min status, 3004 or ¶3004, Δ, 4 cr

Instructor: GRIFFIN M

General Ed Req: none

This course is an introduction to the visual media of photography, television, film, and graphic production, with special emphasis on the psychological and cultural processes involved in visual communication and the role of images in mass media systems (news, advertising, art, entertainment, and documentary). Required texts: 1) Zettl, H. "Sight, Sound, Motion: Applied Media Aesthetics", 1990; 2) Berger, J. "Ways of Seeing", 1977; 3) Morgan, J. and Welton, P. "See What I Mean: An Introduction to Visual Communication", 1986.

Class time: 50% lecture, 20% discussion, 30% films, videotapes, slides

Workload: 50 pages of reading per week

Grade: 25% mid-quarter exam(s), 30% final exam, 45% special projects

Exam format: multiple choice

JOUR 3007 THE MEDIA IN AMERICAN HISTORY AND LAW: CASE STUDIES

(Last taught: F93) prereq jour maj or min status, 3004, or ¶3004, Δ, 4 cr

Instructor: DICKEN-GARCIA H

General Ed Req: none

Giving special attention to legal and ethical issues, this course examines the media in the socio-economic-political-technological context of a specific historical period. The aim is to give students an opportunity for in-depth study of the press of a given era. This offering focuses on the late 19th and early 20th centuries, encompassing Reconstruction, the Gilded Age, and the Progressive Movement. Texts: Kathleen Brade "Ida Tarbell: Portrait of a Muckraker", 1989; Marion Marzolf "Civilizing Voices: American Press Criticism 1880-1950" 1991; Lincoln Steffens "The Autobiography of Lincoln Steffens" Vol 2, 1931.

Class time: 80% lecture, 20% discussion, slide lectures make up approximately one third to half the lectures

Workload: 200 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

JOUR 3007 THE MEDIA IN AMERICAN HISTORY AND LAW: CASE STUDIES

(Last taught: W94) prereq jour maj or min status, 3004, or ¶3004, Δ, 4 cr

Instructor: HUNTZICKER W

General Ed Req: none

This course looks primarily at ethical, legal, sociological, economic, political, and technological issues involving the mass media during a specific period of time. The aim is to give students the opportunity to study media issues in-depth for given historical period. The focus this term is on the late 19th and early 20th centuries, from Reconstruction through the Gilded Age to the Progressive Era. The course will require a lot of reading, including readings on reserve and these texts: Kathleen Brady, "Ida Tarbell: Portrait of a Muckraker"; Lincoln Steffens, "The Autobiography of Lincoln Steffens", Vol. 2; Solomon and McChesney, "Ruthless Criticism: New Perspectives in U.S. Communication History."

Class time: 50% lecture, 50% discussion, Slides will illustrate certain aspects of the 19th century media

Workload: 200 pages of reading per week, 3 exams, 1 paper, possible presentation; may have up to three smaller take-home projects

JOUR 3008 MASS COMMUNICATION PROCESSES AND STRUCTURE

(Last taught: S93) prereq jour maj or min status, 3004 or ¶3004, Δ, 4 cr

Instructor: CHANG T

General Ed Req: none

This course is designed to survey various theoretical approaches to the study of mass communication processes and structure. As a social and political phenomenon, the media of mass communication have become not only a big business, but also a power center in their own right. From the selling of presidential candidates to the promotion of cereals, the mass media, especially TV, occupy a pivotal position in our daily lives. The role of the news media in the 1991 Gulf war is a case in point. Another is their performance in the 1992 presidential campaigns. How journalists did their work and interacted with the government or the candidates says much about the importance and significance of the mass media in modern society. The spirit and practice of the mass media in American democracy as well as the research and criticism about them are the focus of this course. We will critically examine the processes and effects of mass communications with respect to a wide variety of theoretical perspectives. Specifically, the course is intended to help the students: 1. Understand the development of mass communication theories in historical and intellectual context; 2. Examine various macro/micro studies; 3. Apply specific theoretical orientations.

Class time: 50% lecture, 30% closed-circuit TV, 20% discussion

Workload: 60 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 35% final exam, 35% written reports/papers

Exam format: essay

JOUR 3101 REPORTING

(Last taught: F93) prereq jour maj status, 3004, pass 40 wpm keybrd test with 6 or fewer errors, Δ, 4 cr

Instructor: HUNTZICKER W

General Ed Req: none

Students will report, write, and edit news stories. They are strongly encouraged to find stories on their own initiative, to be printed in community newspapers or in campus publications.

Class time: 17% lecture, 33% discussion, 50% laboratory

Workload: 50 pages of reading per week, 1 exam, 1 story/week, some quizzes

Grade: 90% written reports/papers, 10% quizzes

Exam format: writing and editing assignments

JOUR 3101 REPORTING

(Last taught: S93) prereq jour maj status, 3004, pass 40 wpm keybrd test with 6 or fewer errors, Δ, 4 cr

Instructor: TERWILLIGER J

General Ed Req: none

The course teaches basic newspaper reporting and writing skills through experience and discussion. It's very much a hands-on class: students learn to generate story ideas, interview sources, and write news stories and features. They are encouraged to work with a

community newspaper and produce publishable stories appropriate for its readers. Because enrollment is limited to 15, students have ample opportunity to work with the instructor and each other. The three-hour class meetings include writing and editing time. Lectures and readings include rabble-rousing discussions of minority coverage, objectivity and journalistic ethics. Students are required to attend all class meetings and, like reporters, to meet story deadlines. Grading is based almost entirely on the quality of students' reporting and writing; most students find the instructor's standards high and the work challenging. However, feedback is ample and rewrites are permitted. **Class time:** 35% lecture, 35% discussion, 30% laboratory **Workload:** 100 pages of reading per week, 10 papers, several pop quizzes on current events; papers are short usually 3pp a piece, due each week

Grade: 80% written reports/papers, 10% lab work, 10% class participation

Exam format: this is a skills class, teaching reporting, no exams

JOUR 3155 PUBLICATIONS EDITING

(Last taught: S93) prereq jour maj status, 3004, 3101, pass 40 wpm keybrd test with 6 or fewer errors, Δ, 4 cr

Instructor: STRAUMANIS A

General Ed Req: none

The course focuses on selection and editing of news-editorial content of newspapers, with some discussion of newsletters and magazines. Students will use Macintosh computers to edit wire stories and design newspaper pages. Lectures and discussion focus on the process and problems of the copy editor. Second half of the quarter is devoted to lab work in which students edit and design newspaper pages, followed by extensive critique.

Class time: 30% lecture, 20% discussion, 50% laboratory

Workload: 50 pages of reading per week, in-class lab exercises, reading newspapers critically

Grade: 34% quizzes, 66% lab work

JOUR 3173 MAGAZINE WRITING

(Last taught: W94) prereq jour maj status, 3004, 3101, pass 40 wpm keybrd test with 6 or fewer errors, Δ, 4 cr

Instructor: ROBERTS N

General Ed Req: none

This course builds especially upon the skills taught in Jour 3101 (Reporting), a prerequisite. The major work for the course is the writing of 3 full-length magazine articles (ranging in length from 1,500 to 2,500 words). At least one and likely two of these will be critiqued in class and revised. Students select their own topics and target audiences (magazines and newspapers); the three articles will eventually be submitted for publication, as a course requirement. The textbook is W.L. Rivers "Free-Lancer and Staff Writer" 5th ed. Wadsworth, 1991, supplemented by "Writer's Market 1994". Topics include: how to get ideas for articles; targeting article ideas for specialized audiences; different types of magazine articles; information-getting strategies (documentary research and interviewing); ethical issues in magazine writing; relationships with editors; writing, storytelling, and organizing skills; differences between magazine and newspaper writing styles; and breaking into the magazine field. Class is conducted much like a writers' workshop, with a mixture of lecture, discussion and peer critique. Atmosphere is supportive, with students challenged to develop their own unique style of writing. Sample syllabi in 15 Murphy Hall.

Class time: 45% lecture, 35% discussion, 20% critiques of student writing

Workload: 1 exam, 3 papers, 3-5 smaller writing assignments (e.g. magazine analysis); read 1 textbook for the quarter

Grade: 20% mid-quarter exam(s), 60% written reports/papers, 20%

class participation

Exam format: no final exam, 1 midterm on the textbook - short essay

JOUR 3193 COMMUNITY NEWSPAPER

(Last taught: S93) prereq jour maj status, 3004, Δ, 4 cr

Instructor: BAUERLEIN M

General Ed Req: none

The course explores the concept of community journalism through historical overview, discussion, and participant observation. Students choose a community newspaper or broadcast organization to study and prepare short reports as well as one story for (potential) publication. In addition, students read articles and studies from the trade and academic press and discuss the information with speakers from community media organizations. Organizations to be studied include neighborhood, suburban and rural newspapers; alternative press (e.g. urban weeklies, underground press); media by and for communities of color; community radio and television; "borderline" formats such as computer networks. Topics to be addressed include the concept of "community" and its relationship to journalism ethics and practice, e.g. participatory/advocacy journalism, objectivity/fairness, community boosterism, community building through media, media monopoly/competition.

Class time: 30% lecture, 50% discussion, 20% student presentations

Workload: 30 pages of reading per week, 4 papers, 1 news story, 1 final paper

Grade: 30% mid-quarter exam(s), 25% written reports/papers, 30% class participation, 15% news story

JOUR 3201 PRINCIPLES OF ADVERTISING

(Last taught: S93) prereq jour maj or min status, 3004, Δ, 4 cr

Instructor: HOVANEC J

General Ed Req: none

This course has two broad objectives. First, increase our understanding and awareness of the advertising and marketing world around us. Second, develop our skills in the advertising basics...know what disciplines to employ, how and when. With the help of a well written, engaging and lively textbook we'll develop an understanding of advertising, how it has evolved and how advertising is created. The text will be supplemented with other cases, readings from the current business press, and makes use of current examples from all media to illustrate key points.

Class time: 50% lecture, 20% closed-circuit TV, 30% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 40% final exam, 20% quizzes, 10% class participation, optional special project

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

JOUR 3241 ADVERTISING COPYWRITING

(Last taught: W94) prereq jour maj status, 3004, 3201, Δ, 4 cr

Instructor: SHAW S

General Ed Req: none

This introductory course acquaints students with the skills needed to produce copy for a variety of media. Particular emphasis will be placed on print advertising. By the end of the quarter, successful students will be able to recognise solid advertising, create basic copy and present it to others. While designed primarily for the potential copywriter, this course will be useful for any advertising student desiring a working knowledge of the creative end of the business. Individual guidance will be available for students wishing to prepare portfolios. The text is Bendinger's "The Copy Workshop Workbook".

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 1 exam, 1 final project; 5-8 written assignments

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 A* = Group A, Formal Language sub-category
 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Grade: 15% mid-quarter exam(s), 25% written reports/papers, 10% quizzes, 25% class participation, 25% final project
Exam format: definitions, short answer, essay

JOUR 3451 TELEVISION AND RADIO NEWS

(Last taught: F93) prereq jour maj status, 3004, 3101, Δ, 4 cr
Instructor: FANG I

General Ed Req: none

Broadcast news reporting, writing, videotape shooting and editing, on-air delivery, newscast production. Students present a weekly 30-minute TV broadcast of University news and sports over Metro Cable channel 6 Thurs 8-8:30. 4 hours weekly lecture and hands on practice, 4 hours of newscast preparation, about 8 hours of covering and producing television news stories. Students interested in radio careers substitute work at WMMR for video production.

Class time: 30% lecture, 30% demonstration, 40% practice

Workload: 1 exam, shooting, editing, reporting, writing, production

Grade: grade based on individual work and one exam

Exam format: preparation of news summary, current events quiz

JOUR 3614 HISTORY OF MASS COMMUNICATION TECHNOLOGY

(Last taught: W93) prereq non-jour maj or adviser approval for jour maj; course not for pre-jour maj, cr

Instructor: FANG I

General Ed Req: none

How our tools of communication developed from the earliest times to the present. The course examines various aspects of print and broadcast, plus means of transmission from the telegraph and telephone to the computer and satellites, and such means of entertainment as the phonograph and the motion picture. The focus of the course is on the societal impact of these communication tools.

Class time: 80% lecture, 20% videotape

Workload: 30 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay

JOUR 3745 MASS MEDIA AND POPULAR CULTURE

(Last taught: W94) open to non-jour maj; jour maj must have crse appr on prog plan; pre-jour shld not enroll, 4 cr

Instructor: GRIFFIN M

General Ed Req: (CLA: C-3 CP) (CSOM: C) (IT: C) (CBS: C CP)

Course designed to introduce students (not necessarily Journalism or Mass Communication majors) to issues pertaining to the role of mass media in American culture and daily life. In modern, post-industrial society our lives are permeated by the images, appeals, reports and narratives of news, entertainment, "info-tainment," and advertising. Television, radio, movies, newspapers, magazines, billboards, posters and books create a ubiquitous mass marketed discourse that we often refer to as "popular culture." We will examine the historical concept of "mass culture" as it emerged alongside 20th century mass media and degree to which the concept "mass culture" is still applicable to study of mass communication. In conjunction with this issue we will pay particular attention to ways in which media translate and represent culture, ethnicity, race and gender. Students will analyze ways in which media practice defines "cultural other", and by extension all of us. There will be class lecture presentations; films, videos, and other samples of mass media; and class discussion of these materials. We will read a variety of articles on issues of cultural representation, concept of "mass culture" and role played by media in modern life.

Class time: 40% lecture, 30% discussion, 30% films and videotapes; media examples

Workload: 50 pages of reading per week, 2 papers, papers are short ones

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

JOUR 3925 LIFE CAREER PLANNING

(Last taught: F93) §ID 3925; open to non-jour maj; pre-jour and jour maj should reg for ID 3925; prereq cla jr or sr or #, 2 cr

Instructor: KLEIN S

General Ed Req: none

The course is designed to assist juniors and seniors to formulate post-graduation plans by undergoing a self-awareness process, including interest identification, skills identification, values clarification, and

personality trait identification. Students are then able to systematically explore the world of work in order to identify appropriate occupations, and potential employers. Students will learn how to write an effective resume, to conduct a pro-active job search, and to interview. Issues related to managing one's career and developing strategies for coping with life's transitions are also discussed. Students are strongly encouraged to participate in class discussion and group exercises. There are extra fees associated with the class for assessment of approximately \$10.

Class time: 40% lecture, 40% discussion, 20% small group work

Workload: 20 pages of reading per week, 2 papers, resume/cover letter; mock interview

Grade: 50% written reports/papers, 40% special projects, 10% class participation

JOUR 5141 OPINION WRITING IN AMERICA

(Last taught: W94) prereq jour maj status, 3004, #, one 3xxx writing course, Δ, 4 cr

Instructor: TICHENOR P

General Ed Req: none

Course described in bulletin as "oral and written analysis of major political, economic and social developments. Persuasive communication in newspapers and magazines; columnists; commentators." With max. of 15 students, course operates on model of an editorial staff committee of a metropolitan newspaper. Some assignments are "editorial of newspaper" pieces; others are personal columns and opinion magazine opinion features. Principles of persuasive writing are discussed as part of the discussion of specific issues; e.g. use of threat appeals may be analyzed as part of a discussion of what position an editorial staff should take on a current health crisis. Similarly, employment in opinion writing of principles of democratic government, sequencing of arguments and use of metaphor are analyzed in context of current social and political topics. Considerable attention given to works and style of such 20th century editorial writers as Walter Lippmann, H.L. Mencken, Ellen Goodman, and Anna Quindlen. At least two writing assignments will be subjected to discussion by the full class during the quarter. For some assignments, a first draft of an opinion feature is submitted to the class for critique before final version is written.

Class time: 10% lecture, 80% discussion, 10% critique of assignments

Workload: 30 pages of reading per week, 6 papers, extensive participation in class discussion

Grade: 70% written reports/papers, 30% class participation

JOUR 5261 ADVERTISING: MEDIA ANALYSIS

(Last taught: W94) prereq jour maj status, 3004, 3201 or #, Δ, 4 cr

Instructor: FIRESTONE J

General Ed Req: none

This course provides an introduction to advertising media planning, a major activity in the advertising industry. National consumer media will be emphasized with special attention to the role of each medium in the planning process, evaluation, selection, scheduling, and the use of media strategies to achieve marketing objectives. The lab hours will focus on media and market measurement techniques, including the use of syndicated research and the computer.

Class time: 25% lecture, 25% discussion, 50% laboratory

Workload: 40 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 25% final exam, 15% special projects, 5% lab work, 5% class participation, 25% problem solving

Exam format: short answer combination of: multiple choice, problem solving, simple sentences

JOUR 5263 ADVERTISING CAMPAIGN PLANNING

(Last taught: S93) prereq jour maj status, 3004, 5261, Mktg 3000 or #, Δ, 4 cr

Instructor: JENSON M

General Ed Req: none

This course is designed to bring all aspects of advertising planning together. The final result is development of an advertising campaign. You will utilize previous class experiences and class lecture discussions to aid in the development of decision making skills that are needed to develop advertising strategy and tactics. The objective is to provide you with exposure to all key areas of advertising to help you better appreciate the interdependency of strategic decisions across various areas of an advertising plan. In addition, you will gain

experience in presenting and defending your decisions.
Class time: 40% lecture, 40% discussion, 20% guest lectures
Workload: 30 pages of reading per week, 5 papers, 1 final project
Grade: 15% written reports/papers, 10% class participation, 30% problem solving, 45% final project
Exam format: no exams. Cases are essay.

JOUR 5272 ADVANCED ADVERTISING COPYWRITING

(Last taught: S93) prereq jour maj status, 3004, 3241, Δ, 4 cr
 Instructor: JARVIS J
 General Ed Req: none

Creating advertising looks easy. Maybe because there's so much insulting, irritating, obnoxious and awful work already out there. Maybe because most people think it's just a matter of writing a few headlines or coming up with a few funny pictures and putting the best ones together. The fact is, great advertising - the work that is remembered and talked about - is not simply the result of being creative. It's the result of great thinking. This class is designed to help prospective advertising copywriters develop that thinking. We look at current work and evaluate it. We hear from some of the people doing the best advertising in the country. But most of all we think and we write. We write in class, we write out of class, we write and write and then present what we've written. It's a lot of work. And if you're only marginally interested in becoming a copywriter, it won't be much fun. But for the rest of you, you'll find out why being an advertising copywriter can be the best career in the world.

Workload: one finished ad campaign presented each week
Exam format: none

JOUR 5501 COMMUNICATION AND PUBLIC OPINION I

(Last taught: W93) prereq jour maj or min status, 3004, Δ, 4 cr
 Instructor: LEE C
 General Ed Req: none

This course will examine the following topics: the role of public opinion in democracy; opinion polls; the role of mass media in the formation of public opinion; the political, economic and cultural structures of the US media as well as their effect on public opinion. Contrasting perspectives will be presented. Many actual examples will be used for illumination.

Class time: 70% lecture, 30% discussion
Workload: 60 pages of reading per week
Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers
Exam format: multiple choice, short answer, essay

JOUR 5541 MASS COMMUNICATION AND PUBLIC HEALTH

(Last taught: F93) §PubH 5394; prereq 12 cr in soc/bhv sci, maj/min grad status, 3004, Δ for jour stu; #, Δ for PhD, MS stu in PubH and epidemiology, 3 cr
 Instructor: FINNEGAN J
 General Ed Req: none

This course is designed to provide students in Public Health and graduate students in Epidemiology and Journalism and Mass Communication with an overview of theory and research into the role of mass media as they affect the public's health behavior. The role of mass media in public health is examined both as a product of everyday interaction with media and their planned use to accomplish particular public health goals. Research examined looks both at planned and unplanned effects of mass media in a variety of health situations representing a range of public health topical concerns.

Class time: 25% lecture, 75% discussion

Workload: 35 pages of reading per week, 1 exam, 1 paper
Grade: 25% final exam, 45% written reports/papers, 10% in-class presentations, 20% class participation
Exam format: take-home essay

JOUR 5606 LITERARY ASPECTS OF JOURNALISM

(Last taught: F93) prereq jour maj or min status, 3004, #, Δ, 4 cr
 Instructor: ROBERTS N
 General Ed Req: none

This is a graduate-level course that studies the literary aspects of journalism as exemplified in, and influenced by, works of English and U.S. writers, past and present. These may include: Joseph Addison, Richard Steele, Daniel Defoe, Jonathan Swift, Charles Lamb, William Hazlitt, Samuel Clemens, Stephen Crane, Ambrose Bierce, H.L. Mencken, Ernest Hemingway, Janet Flanner, John Steinbeck, E.B. White, Dorothy Parker, Lillian Ross, Rebecca West, John Hersey, James Agee, Dorothy Day, Meridel LeSueur, Lillian Hellman, James Baldwin, Joan Didion, Gloria Steinem, Truman Capote, Carol Bly, Lois Phillips Hudson, Annie Dillard, Alice Walker, and others. The course takes a broad perspective, tracing the history of creative nonfiction (which includes not only literary journalism, but the essay as well as autobiographical writing such as the memoir). The course explores such questions as: What is the relationship between journalism and literature? How has each influenced the other? How has this relationship figured in the history of mass communication and in the development of U.S. Journalism? The course presents opportunities both to read and analyze examples of creative nonfiction and to create your own.

Class time: 30% lecture, 50% discussion, 20% critiques of student writing

Workload: 200 pages of reading per week, 1 exam, 5 papers
Grade: 40% final exam, 40% written reports/papers, 20% class participation
Exam format: essay

JOUR 5611 DEVELOPMENT OF AMERICAN BROADCASTING

(Last taught: W94) prereq jour maj must have crse on prog plan, pre-jour maj shld not enroll in crse, 4 cr
 Instructor: FANG I
 General Ed Req: none

Historical and economic development of radio and television in the United States; broadcast news; government regulation; industry self-regulation of programming and advertising; forms of social control; issues in contemporary broadcasting; effects of radio and television upon society.

Class time: 100% lecture
Workload: 20 pages of reading per week, 2 exams, 1 term paper
Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers
Exam format: short definition answers, essay

JOUR 5726 CASE STUDIES IN MODERN MEDIA MANAGEMENT

(Last taught: W94) prereq jour maj or min status, 3004, Δ for jour stu or #, Δ for outside maj...5725 rec, 4 cr
 Instructor: FINNEGAN SR
 General Ed Req: none

The core of the class will be a combination of: time spent analyzing a case that was confronted by a media manager; opportunities to meet media leaders and hear them discuss 'case studies' that involve them and their organizations; the chance to construct a media management case study of your own; the development of ways to see how the concepts, theories and experience of media management are em-

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 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

played; the opportunity to read "The Change Masters" by Rosabeth Moss Kanter as well as a range of other readings on subjects that are topical in the media management literature.

Workload: 20 pages of reading per week, 8 papers

Exam format: final project only

JOUR 5731H HONORS COURSE: COMMUNICATIONS PROBLEMS AND ISSUES

(Last taught: W93) prereq jour maj or min status, 3004, sr, #, Δ, honors div registration, 4 cr

Instructor: ROBERTS N

General Ed Req: none

This small (limit 15 students) seminar is offered for senior journalism majors or minors in the Journalism honors program. Intensive reading and discussion of major contemporary problems and issues of communication. This quarter's offering will focus on issues of journalistic professionalism in the context of challenging reporting conditions: e.g., war and peace (war correspondence such as Michael Herr's "Dispatches"; A.J. Liebling's "The Road Back to Paris"); inner city human rights (Susan Sheehan's "A Welfare Mother"), etc. Among the issues to be addressed: Where is the reporter in the story. How does the reporter deal with tensions between his/her involvement personally in the story and the U.S. reportorial ideal of objectivity/fairness. What are the implications for news coverage of challenging issues of war and peace, domestic social and economic problems, etc. Each student will complete a 15-page paper on some topics relevant to the seminar's readings. Class format consists primarily of discussion of intensive readings; students will present the results of their quarter's research at the end.

Class time: 10% lecture, 90% discussion

Workload: 200 pages of reading per week, 1 paper, 1 major paper; possibly smaller papers to summarize the week's reading

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

JOUR 5825 WORLD COMMUNICATION SYSTEMS

(Last taught: F93) prereq jour maj or min status, 3004, Δ, 4 cr

Instructor: CHANG T

General Ed Req: none

This course is designed to survey various systems of mass communication, particularly the press and TV in the world, with a special focus on some select countries of major significance. It will examine and compare the spirit and practice of media systems in relation to political, economic, and cultural factors of countries involved. The first part of the course will cover a variety of theoretical perspectives regarding the developments and structure of mass media systems and their implications for interactions between and among different systems as well as consequences for int'l understanding and cooperation. The second part will look at policies and operations of mass media in Africa, Asia, Latin America, and Middle East. The third part will discuss evolution and transition of mass media systems at both national and int'l level. No text required. Course format is lectures (including guest lectures), video presentations, and discussions if class desires. Final not cumulative.

Class time: 70% lecture, 30% discussion

Workload: 60 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 35% final exam, 3% written reports/papers

Exam format: short answer and brief essay questions

KINESIOLOGY

KIN 5121 CONTRIBUTIONS OF BASIC SCIENCE TO KINESIOLOGY

(Last taught: W94) no prereq, 3 cr

Instructor: HANCOCK P

General Ed Req: none

This course will examine how knowledge from the basic sciences can lead to differing perspective from which to approach questions directed to the physical domain. The application of these varying strategies and their implications to those studying physical activity will be the major element of the course content. Due to the nature of the topic area, the course will be broad ranging. To provide a common focus, there will be a standing application to human activities in association with a complex technological environment.

Class time: 75% lecture, 10% discussion, 15% video

Workload: 20 pages of reading per week, 1 exam, 1 paper

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

Exam format: essay

LANDSCAPE ARCHITECTURE

LA 1022 HISTORY OF ENVIRONMENTAL DEVELOPMENT: LANDSCAPE ARCHITECTURE

(Last taught: S93) §Arch 1022; prereq 1021, 4 cr

Instructor: NECKAR L

General Ed Req: none

The history of landscape architecture is, precisely, a short one. The phrase was not widely used until the nineteenth century, probably first in reference to the English garden architectural design work of Humphry Repton. Frederick Law Olmsted and Calvert Vaux are usually credited with the coining of the phrase that we currently use to describe the range of professional activities that are associated with the intervention into, and ordering or control of landscape—the constituent parts of which are landform, plants, structures and water. The roots of landscape architecture, however, run more deeply into the past. The garden is the original archetype of control in the landscape in many cultures; it is the fundamental beginning of landscape architecture. Texts: Norman Newton's "Design on the Land" and Geoffrey and Susan Jellicoe's "Landscape of Man".

Class time: 100% lecture

Workload: 50 pages of reading per week, 2 exams, sketchbook exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 50% special projects

Exam format: multiple choice, slide analysis and identification

LA 1031 INTRODUCTION TO LANDSCAPE ARCHITECTURE

(Last taught: W93) no prereq, 4 cr

Instructor: BARGMANN J

General Ed Req: none

Students from every department and all disciplines are invited to explore the subject of built landscapes from around the world and throughout history. From gardens to cities, from the sacred to the profane, the issues and ideas which have shaped the landscape will be studied through the experience and analysis of exemplary places in ancient to contemporary cultures. A thematic approach will guide reviewing the landscape as a set of ideas expressed in built form, which can enable and enrich a new understanding of our surroundings. This lecture course will require attention, enthusiasm, readings, notebooks and a paper with visual and written exercises to sharpen the perception and articulation of the values inherent and built in the landscape.

Class time: 90% lecture, 10% discussion

Workload: 25 pages of reading per week, 1 paper, notebook with exercises

Grade: 30% written reports/papers, 40% special projects, 10% class participation, 20% problem solving

LA 3067 LANDSCAPE CONSTRUCTION: STRUCTURAL SYSTEMS

(Last taught: F92) prereq 3087 or #, 4 cr

Instructor: GUNDERSON R

General Ed Req: none

Teaching method is short lecture, discussion and then laboratory time. 1 textbook required (\$50.00) and students are expected to purchase a reader packet (\$20.00) which is updated yearly to keep current. Course content: construction process as a way of visualizing design. Construction detailing methods are explored and required by students.

Class time: 40% lecture, 10% discussion, 50% laboratory

Workload: 50 pages of reading per week, 1 exam, final design project and 6 exercises

Grade: 20% final exam, 20% special projects, 20% lab work, 10% class participation, 30% problem solving

Exam format: multiple choice, problem solving questions

LATIN

LAT 1102 BEGINNING LATIN

(Last taught: W94) 1101-1102=; prereq 1101, 5 cr
Instructor: HOLLISTER
General Ed Req: none

This course and its sequel (1103) acquaint students with all the basic forms and structures of Latin in a humanistic and challenging way. From the beginning you will be reading short Latin passages, and by December you will have developed a considerable Latin vocabulary. By the end of the sequence, you will have a reading knowledge of Latin and will have enjoyed in the original Latin selections from Latin epic, comedy, love poetry, lyric, history, and fable. The courses in this sequence should provide pleasure and profit even to those who study Latin briefly, but they also constitute a dependable, practical introduction for those wishing to proceed to such authors as Vergil, Cicero, Catullus, Horace, Juvenal, Livy, Sallust, and Lucretius, all of whom are at the foundation or close to it of the North Atlantic literary, historical and political tradition. During these 1100 classes, however, I hope that you will become fascinated with the ancient language itself, nearly a peerless vehicle for the exact expression of thought and emotion. Few languages can match Latin for power and clarity. The Latin language is a system—a system about which we are still discovering new facts.

Class time: 30% lecture, 30% discussion, 40% interactive stuff

Workload: 5 exams, 10-15 brief quizzes to keep the students on their toes

Grade: 10% mid-quarter exam(s), 20% final exam, 30% quizzes and class participation together

Exam format: vocabulary, grammar, Latin-English and English-Latin sentence translating and analysis

LAT 1102 BEGINNING LATIN

(Last taught: W93) 1101-1102=; prereq 1101, 5 cr
Instructor: WHITTERS M
General Ed Req: none

Daily review of text exercises. Translation of Latin to English and English to Latin. Translation of short stories, memorization of vocabulary and grammatical forms. Reading Latin aloud. Text: "Oxford Latin Course" by Bahne & Morwood. Purpose 1) read and understand Latin, 2) appreciate Latin (Roman) culture, 3) see connection of Latin and English.

Class time: 20% lecture, 10% discussion, 70% daily exercises review/flashcards

Workload: daily exercises: 2-3 hours study per day

Grade: 40% mid-quarter exam(s), 20% final exam, 40% quizzes

Exam format: Latin word identification, translation of short paragraphs to English

LAT 1111H HONORS COURSE: BEGINNING LATIN

(Last taught: F93) prereq regis in honors division or high ability as indicated by college entrance records, 5 cr
Instructor: NICHOLSON O

General Ed Req: none

Learn Latin fast. It opens up a range of prose and poetry of real depth and beauty; you could read it in translation but don't forget Robert Frost defined poetry as what gets lost in the translation. At the end of this two-quarter sequence you will be reading the anguished poems of Catullus, a witty young man agonizingly in love in the first century B.C. You will also be well placed for further study that will enable you to read about the history of the Roman world, so different from our own but in so many ways the ancestor of it, as the Romans wrote about it, not as it is interpreted by modern historians. To achieve this the class

moves fast. The only way to get inside a language is to use it. You will find (we hope) that hard work can be fun. You will also understand the nuts-and-bolts of how a language works; no language has been so long subjected to the scrutiny of grammarians as Latin has. Your study of Latin will give you a basis not just for the study of other Romance languages (Italian, Spanish, Portuguese, French, Romanian etc.) but for the study of any language. The man in Moliere's play was amazed to find that all his life he had been writing prose. Come and find out that all your life you have been using language!

Class time: 100% lecture and discussion

Workload: 2 exams, weekly tests

Exam format: translations of English into Latin, and to a lesser extent Latin into English. Grammatical exercises.

LAT 1111H HONORS COURSE: BEGINNING LATIN

(Last taught: F92) prereq regis in honors division or high ability as indicated by college entrance records, 5 cr
Instructor: SONKOWSKY R

General Ed Req: none

This is the fastest, most concentrated intro to Classical Latin. Latin 3051-2 meets with Latin 1111-1122H. The prereq's for each tell the story: either (3051) you should already have studied at least one second language, or (1111H) you should be registered in the honors program. In either case you should be willing and able to work hard enough to become prepared for Latin 3106, in which you will be mixed with students who have studied beginning Latin by the regular (relatively slow) route (1101-2-3-4, 3105). The course is meant not only to be intensive and accelerated but also challenging and exciting. We will aim at mastery of forms and syntax through grammatical exercises and analysis and initially simple readings. By the end we will be reading short excerpts from Classical Latin literary masterpieces. Since these masterpieces are oral in their nature and origin, we will also learn to read them aloud. The class will meet M,T,W,F, reserving Th for optional review sessions.

Class time: 5% lecture, 45% discussion, 50% blackboard exercises; translation; paraphrase; oral reading

Workload: 25 pages of reading per week, 5 exams, figure a few hours of preparation for each class, depending on your style

Grade: 20% mid-quarter exam(s), 40% final exam, 10% quizzes, 30% class participation, it is not possible to pass the course without passing the final exam.

Exam format: translation, identification of grammatical forms and syntax

LAT 1122H HONORS COURSE: BEGINNING LATIN

(Last taught: W94) prereq 1111H, 5 cr
Instructor: NICHOLSON O

General Ed Req: none

The course will continue the work done in Fall Quarter in Latin 3051/1111H. We aim to complete our study of Latin grammar and to read some of a Latin author's works (probably the poems of Catullus) in preparation for Latin 3106 (Vergil) in Spring Quarter.

Workload: weekly tests, midterm, final

LAT 3051 ACCELERATED BEGINNING LATIN

(Last taught: F93) 3051-3052=, §1101, 1102, 1103, 1104, 5 cr
Instructor: NICHOLSON O

General Ed Req: none

Learn Latin fast. It opens up a range of prose and poetry of real depth and beauty; you could read it in translation but don't forget Robert Frost defined poetry as what gets lost in the translation. At the end of this two-quarter sequence you will be reading the anguished poems of Catullus, a witty young man agonizingly in love in the first century B.C. You will also be well placed for further study that will enable you

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B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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to read about the history of the Roman world, so different from our own but in so many ways the ancestor of it, as the Romans wrote about it, not as it is interpreted by modern historians. To achieve this the class moves fast. The only way to get inside a language is to use it. You will find (we hope) that hard work can be fun. You will also understand the nuts-and-bolts of how a language works; no language has been so long subjected to the scrutiny of grammarians as Latin has. Your study of Latin will give you a basis not just for the study of other Romance languages (Italian, Spanish, Portuguese, French, Romanian etc.) but for the study of any language. The man in Moliere's play was amazed to find that all his life he had been writing prose. Come and find out that all your life you have been using language!

Class time: 100% lecture and discussion

Workload: 2 exams, weekly tests

Exam format: translations of English into Latin, and to a lesser extent Latin into English. Grammatical exercises.

LAT 3051 ACCELERATED BEGINNING LATIN

(Last taught: F92) 3051-3052=, §1101, 1102, 1103, 1104, 5 cr

Instructor: SONKOWSKY R

General Ed Req: none

This is the fastest, most concentrated intro to Classical Latin. Latin 3051-2 meets with Latin 1111-1122H. The prereq's for each tell the story: either (3051) you should already have studied at least one second language, or (1111H) you should be registered in the honors program. In either case you should be willing and able to work hard enough to become prepared for Latin 3106, in which you will be mixed with students who have studied beginning Latin by the regular (relatively slow) route (1101-2-3-4, 3105). The course is meant not only to be intensive and accelerated but also challenging and exciting. We will aim at mastery of forms and syntax through grammatical exercises and analysis and initially simple readings. By the end we will be reading short excerpts from Classical Latin literary masterpieces. Since these masterpieces are oral in their nature and origin, we will also learn to read them aloud. The class will meet M,T,W,F, reserving Th for optional review sessions.

Class time: 5% lecture, 45% discussion, 50% blackboard exercises; translation; paraphrase; oral reading

Workload: 25 pages of reading per week, 5 exams, figure a few hours of preparation for each class, depending on your style

Grade: 20% mid-quarter exam(s), 40% final exam, 10% quizzes, 30% class participation, it is not possible to pass the course without passing the final exam.

Exam format: translation, identification of grammatical forms and syntax

LAT 3052 ACCELERATED BEGINNING LATIN

(Last taught: W94) 3051-3052=; prereq 3051, 5 cr

Instructor: NICHOLSON O

General Ed Req: none

The course will continue the work done in Fall Quarter in Latin 3051/1111H. We aim to complete our study of Latin grammar and to read some of a Latin author's works (probably the poems of Catullus) in preparation for Latin 3106 (Vergil) in Spring Quarter.

LAT 3105 LATIN POETRY

(Last taught: W93) prereq 1103 or 1104 or Δ, 5 cr

Instructor: ERICKSON G !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This intermediate level Latin course is designed as a first introduction to the reading of Latin lyric and ilgiac poetry. Primary concentration will be on the poetry of Catullus. The poems will be read in "cycles," which form a kind of "autobiography" of the poet. Most students enjoy reading Catullus' poems, which exhibit a supreme poetic artistry and are concerned with subjects that are interesting and sometimes shocking to students. During the final two weeks of the course students will read a few poems by Ovid and Tibullus. These will provide interesting comparisons. Only one text, an annotated collection of Catullus' poems, and a small duplicated packet of poems by the other authors along with notes will be required. Students will be expected to have available to them a suitable Latin/English dictionary and a reference grammar.

Class time: 10% lecture, 25% discussion, 65% student recitation and performance

Workload: read 12-15 poems a week, many quite short. Aim is

mastery not quantity.

Grade: 30% final exam, 10% quizzes, 60% 4 tests - 15% each

Exam format: translation and essay

LAT 3105 LATIN POETRY

(Last taught: W94) prereq 1103 or 1104 or Δ, 5 cr

Instructor: KREVANS N

General Ed Req: none

An introduction to reading Latin poetry in the original. The class reads selections from Catullus and Ovid, and covers topics such as Latin meters, the literary self-portraits of Catullus and Ovid, the mistress in Latin love poetry, the nature of obscenity in Latin literature. Preferred class format is a mix of translation, grammatical explanation, and literary interpretation. There is a strong emphasis on class participation.

Class time: 30% lecture, 30% discussion, 40% student recitation

Workload: 2 exams

Grade: 30% mid-quarter exam(s), 40% final exam, 30% class participation, includes quizzes

Exam format: essay and translation

LAT 3106 LATIN POETRY

(Last taught: S93) prereq 1122H or 3052 or 3105 or Δ, 5 cr

Instructor: SONKOWSKY R

General Ed Req: none

This course is an introduction to Vergil's "Aeneid", which many regard as the greatest Latin poet. Students will read and analyze substantial selections from the first six books, become familiar with critical studies of the poem in its historical and literary context, and learn to read the poem aloud. Pharr's edition with its ample vocabularies and notes will be used for class preparation, and a plain text for class recitation. A short report and a paper will be required.

Class time: 10% lecture, 20% discussion, 70% translation, analysis, paraphrasing, oral reading

Workload: as proficiency increases, we try to work up to about 75 lines per assignment

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

Exam format: translation, grammatical and literary analysis

LAT 3440 ADVANCED UNDERGRADUATE LATIN:

LATER LATIN AUTHORS

(Last taught: W94) prereq 3106 or 4 yrs high school Latin or Δ, 5 cr

Instructor: NICHOLSON O

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The class will read the charming poetry and the letters of the late 4th century A.D. litterateur Ausonius of Bourdeaux, a man who loved learning, good wine and a fine landscape and yet rose, as consul for the year 379, to the highest honour that the Roman Empire could offer. Though we may eschew, on grounds of decency, his tour de force, a description of a wedding night done entirely in half-lines stolen from Vergil, we will read his poem on the river Moselle, his epigrams (which show that if he was a Christian he did not let it interfere with his verse) and letters to his admired pupil Paulinus of Nola, a man of letters who incomprehensibly gave up the comfortable life of a senator to become a Christian ascetic and ended a saint of the Church. The Latin is classical; the prose (letters and one speech) are easier than the verse. Historians will be surprised at the amount of prosopographical information and social history that can be extracted from this elegant literature. Graduate students from departments other than Classical and N.E. Sts. may have graduate credit by registering under Latin 8120.

Workload: 2 exams, 1 paper, reading text important; paper is brief on some aspect of Ausonius life or works

Exam format: translation into English and Gobbets (passages of text set for comment)

LAT 3451 ADVANCED UNDERGRADUATE LATIN

(Last taught: F92) prereq 3106 or 4 yrs high school Latin or Δ, 5 cr

Instructor: SONKOWSKY R

General Ed Req: none

Sufficient background to take this course includes at least one second year college Latin course or 4 years of high school Latin or consent from a faculty member with whom you have discussed your preparation. We will read comedies of Plautus and Terence. This is not difficult Latin, but there are elements of comic language that need

getting used to. We will translate, paraphrase, analyze, take roles and read aloud in Latin, discuss Greek precedents and Roman theater. A short paper (4-5 pages) will be assigned, in preparation for which there will be opportunities in class for students to report briefly on outside reading. The purpose is to understand, enjoy, and appreciate Roman comic poetry.

Class time: 5% lecture, 55% discussion, 40% translation; paraphrase; grammatical analysis

Workload: 2 exams, 1 paper, 150-225 lines of comic verse per week, readings varies

Grade: 30% mid-quarter exam(s), 30% final exam, 5% written reports/papers, 5% in-class presentations, 30% class participation

Exam format: translation, commentary, essay

LAT 5012 PROSE COMPOSITION

(Last taught: W93) prereq 3106 or Δ, 4 cr

Instructor: KEULS E

General Ed Req: none

Exercises in translating English sentences and short passages in Latin, based on an intensive review of Latin grammar and syntax. Text Bradley's Arnold, "Latin Prose Composition." During each class meeting, the students write their version on blackboards, for critique by the instructor and the other students. Students generally find the course demanding, but extremely rewarding.

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

Exam format: translate sentences based on the exercises into Latin

LAT 5038 ORAL INTERPRETATION OF CLASSICAL LATIN LITERATURE

(Last taught: W94) prereq 2 yrs Latin, Th 3801 or Th 3321 or #, 5 cr

Instructor: SONKOWSKY R

General Ed Req: none

The stated prerequisites for this course are meant merely to point toward some background in Latin literature and an interest in oral performance. The student should have studied at least a few Latin authors, especially poets such as Catullus, Ovid, Vergil, Plautus, or Horace; Cicero would be a good prose author. The Theater "Prerequisites" can be satisfied by various kinds of experience or course work; or you can consider them waived by the instructor. The course is meant to give some reality to the claim that Classical literature is an oral literature in its nature and origin, that it is addressed to the ear. To slight this dimension is to miss most of the fun and (let me go ahead and say it) most of the beauty. We will learn the restored pronunciation of Latin through careful phonetic analysis and practice. We will learn to read aloud in prose and in various poetic meters and modes. Some attention will be given to ancient and modern theories and techniques of oral performance. Through group and individual practice everyone will make progress in interpretative oral reading, culminating in prepared readings from various genres of Latin literature. The only written work will be the keeping of a journal about these experiences.

Class time: 10% discussion, 90% oral performance

Workload: homework will be 10% journal keeping, 90% rehearsing

Grade: 70% in-class presentations, 20% class participation, 10% journal keeping (an "actor's diary")

Exam format: oral performance

LAT 5420 MEDIEVAL LATIN: LATIN PILGRIMS TO THE HOLY LAND

(Last taught: W93) max 12 cr, 4 cr

Instructor: NICHOLSON O

General Ed Req: none

This course is for those who can manage to read quite large volumes of relatively easy Latin each week, and be able to discuss it in class. We will study a number of travellers' tales from between the 4th and

8th centuries A.D. They are all accounts of pilgrimage by Latin speakers from Western Europe to the Holy Land and range from a summary itinerary written up by a Roman from Bourdeaux in 333 A.D. to a detailed account of the Holy Places put into writing by an abbot living on an island off Scotland in the early Middle Ages. We hope to consider them from many angles, geographical, literary, religious, human and so on. Everyone will be encouraged to contribute to discussion in class and everyone will be required to take a translation examination at the end of the term and to write a paper of a meaty character. It will not be possible for the grade on the course to be higher than that obtained on the translation examination. It is hoped that class discussion will concentrate on the content rather than on problems in translation. All mediaevalists, classicists and others with the necessary Latin encouraged to come.

Workload: 1 exam, 1 paper

Exam format: long paper, translation of passage in Latin not previously studied, but of the same sort as that read for class.

LAT 5717 HISTORY OF LATIN

(Last taught: W94) prereq Grk 5715 or #, 2 yrs of Latin, 4 cr

Instructor: SHEETS G

General Ed Req: none

This course is a survey of the formal history of the Latin language from pre-historic through early medieval times. The course is organized chronologically: it begins with an overview of the reconstructed Indo-European antecedents of the Italic language family, and concludes with the submergence of "vulgar" Latin idioms into the emerging and converging Romance vernaculars that mark the end of the middle ages. Most of the course focusses the reading and philological analysis of Latin documents from approx. 500 B.C.E. to approx. 500 C.E. Attention is given to the origins and evolution of diverse Latin prose and verse idioms associated with different periods, genres, and subcultures of the Roman Republic and Empire — always from a formal, rather than an aesthetic, point of view. Required texts: L. R. Palmer, "The Latin Language", and E. Pulgram, "The Tongues of Italy". There is a reserve shelf of additional readings.

Class time: 50% lecture, 50% discussion

Workload: 75 pages of reading per week, 2 exams, 2-10 pages per week of Latin

Grade: 30% mid-quarter exam(s), 40% final exam, 20% class participation, 10% problem solving

Exam format: translation, analysis, essay

LATIN AMERICAN STUDIES

LAS 3131 INTRODUCTION TO LATIN AMERICAN STUDIES

(Last taught: F93) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: C-2 WS) (CSOM: C) (IT: C) (CBS: C WS)

This is an introductory, multi-disciplinary survey of Latin America. It is not a topics course. The intent of the course is to introduce students to a wide variety of perspectives from and about Latin America, drawing on material from history, literature, anthropology, women's studies, political science and sociology, etc. Students will read a novel, an historical monograph, an ethnography/biography and a collection of articles with an emphasis on political science and sociology. In addition, guest speakers will be asked to address contemporary issues. Films and videos will be used to enhance ethnographic and cultural perspectives. Lectures will be organized to provide an historical context for the various topics. Students will write two in-class essay exams and a ten page paper on a topic of their choice.

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 60% lecture, 20% discussion, 20% videos; guest lecturers; films
Workload: 100 pages of reading per week, 2 exams, 1 paper
Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers
Exam format: essay

LAS 3250 ROLE OF RENEWABLE NATURAL RESOURCES IN DEVELOPING COUNTRIES

(Last taught: S93) §FR 3250, FR 5250, 2 cr

Instructor: GREGERSEN H

General Ed Req: none

An international perspective on environmental, social and economic issues associated with renewable natural resource use and misuse in developing countries. Issues covered include: deforestation in the tropics, the fuelwood crises in developing countries, watershed management and protection of investment in the Green Revolution, agroforestry, the role of women in sustainable development projects, and case studies from various countries. Course is team taught by persons with experience in numerous developing countries on all continents. For more information, contact Prof. Hans Gregersen (624-6298, Green Hall 301d) or Prof. Dietmar Rose (624-9711, Green Hall 301H) in the College of Natural Resources. Text: As a required linking text, we use "People and Trees: The Role of Social Forestry in Sustainable Development", a 1989 publication of the Economic Development Institute of the World Bank. This is a survey document that covers aspects of nearly all topics covered in the course. In addition, some specific readings (articles, etc.) will be assigned for specific sessions.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 1 exam

Grade: 80% final exam, 20% class participation, available either on A/F or S/N basis by your choice - final is any 3 of 6 essay questions

Exam format: essay

LAS 3403 SURVEY OF LATIN AMERICAN HISTORY: 1929 TO PRESENT

(Last taught: W94) §Hist 3403, 4 cr

Instructor: MCCA R

General Ed Req: (CLA: WS) (CBS: WS)

This course surveys the history of 9 Latin American countries from 1930 to 1990. Four themes stand out: 1) mass politics (revolution, democracy and militarism); 2) economic development (nationalism, dependency and capitalism); 3) social change (population growth, modernization, gender); 4) United States Latin American relations.

Class time: 66% lecture, 33% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 10 class participation in sections

Grade: 20% mid-quarter exam(s), 30% final exam, 50% discussion, participation and paper

Exam format: essay, identification

LAS 5101 METHODS AND SOURCES FOR LATIN AMERICAN STUDIES

(Last taught: W93) prereq jr or sr cr grad stu, rdg knowledge of Span or Port or #, 4 cr

Instructor: HALLEWELL L

General Ed Req: (CLA: WS) (CBS: WS)

For junior, senior or grad student, with reading knowledge of Spanish or Portuguese, or permission of instructor. The course is designed to familiarize students with information sources fundamental to Latin American and Caribbean studies. It will concentrate on the use of information sources for current and retrospective scholarship on the Americas south of the Rio Grande, in the fields of history, politics, economics, statistics and current events (with some attention to Hispanics and Lusophones in the U.S.), to prepare students for disciplinary and interdisciplinary research on the region. Literature and linguistics are covered in another course, SpPt 8005, by the same instructor. Objectives: To introduce students to the organization of information in Latin American and Caribbean area studies, and to the basic bibliographical resources in this field. In the area of the student's academic concentration, to acquaint him or her with the research tools necessary for productive interdisciplinary research. In fields outside the student's concentration, to familiarize him or her with the research tools necessary for productive interdisciplinary research.

Class time: 40% lecture, 40% discussion, 20% visits to the library and examination of sources there.

Workload: 1 paper, will spend at least twice as much time searching for material and writing as spent in class

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

Exam format: essay

LEARNING AND ACADEMIC SKILLS

LASK 1001 BECOMING A MASTER STUDENT

(Last taught: W94) not for CLA degree credit, 2 cr

Instructor: STAFF

General Ed Req: none

This course will help you become a more efficient and effective student by helping you master the process of learning. Participating in the Becoming A Master Student course gives you a chance to focus on such topics as: 1) developing useful study habits so you can maximize your learning in a study session; 2) improving reading comprehension so you can better understand and remember what you read; 3) managing your time so you can use your most valuable resource to your advantage; 4) improving memory skills to aid you in producing the right information at the right time; and 5) planning exam strategies for what to do before, during and after a test to show what you know. This course will provide the opportunity for you to learn, practice and adopt methods which will help you to be a more successful student.

Class time: 30% lecture, 30% discussion, 40% in-class activities

Workload: 20 pages of reading per week, 2 papers, weekly chapter quizzes

Grade: 15% written reports/papers, 25% special projects, 25% quizzes, 35% class participation

Exam format: weekly quizzes are generally short answer or brief essays

LINGUISTICS

LING 1005 LANGUAGE AND SOCIETY

(Last taught: F93) no prereq, 4 cr

Instructor: DOWNING B

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The role of language in human social interaction; linguistic indicators of social status and attitudes; language and sex roles; linguistic ecology; language planning for multilingual communities; implications for educational and public policy. These topics are introduced through lectures and discussion in class and readings from the textbook (Peter Trudgill's "Sociolinguistics: An Introduction to Language and Society") plus a small number of assigned articles. Students have the opportunity to relate this material to their own experience and viewpoints through small group discussions (for which class time is set aside) leading to two group reports and through individual reports on two topics drawn from a short list. These topics include sexist language, the social meanings attached to the names we use for family, friends, and others, and the maintenance and loss of immigrant languages. Individuals can opt to partake in one or two panel discussions on such topics as the value of bilingual education and the establishment of English as the official language of the U.S.

Class time: 70% lecture, 10% discussion, 20% student work groups

Workload: 30 pages of reading per week, 4 exams, 2 group assignments, 2 individual assignments

Grade: 30% final exam, 40% written reports/papers, 30% quizzes, extra credit activities available

Exam format: multiple choice, short answers, short essay

LING 1005 LANGUAGE AND SOCIETY

(Last taught: W94) no prereq, 4 cr

Instructor: ZHU Y

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Do women and men really talk differently? Can you tell that some people are "inferior" from the way they talk? Why do you call some people "Ms. Jones", others "Doctor" or "Hannah" or "Buddy"? When a dozen languages are spoken in one country, how schools manage to educate the children? This course is about sociolinguistics: variability in human language in social interaction. Students will examine the relationships between language and a number of social factors, including sex roles, socioeconomic status, political divisions, ethnicity, and group identity, answering the questions above and many more.

Although much of the coursework focuses on English in the United States, attention is given as well to peoples in other cultures. Students will learn to apply the principles of sociolinguistics, observing language use in their own daily lives and in the larger communities of nation and world.

Class time: 60% lecture, 30% discussion, 10% mini presentations

Workload: 30 pages of reading per week, 1 exam, 3 quizzes

Grade: 30% final exam, 40% written reports/papers, 30% quizzes

Exam format: multiple choice, short essays

LING 3001 INTRODUCTION TO LINGUISTICS

(Last taught: F93) §5001, 5 cr

Instructor: KAC M

General Ed Req: (CLA: A) (CBS: GE)

This course introduces the concepts and techniques employed in the analysis of linguistic structure in its two main aspects: phonological (having to do with the mechanisms of speech and with the way in which information is conveyed by the speech signal) and grammatical (having to do with the way in which larger meaningful expressions are built up from smaller ones). There is also a unit devoted to historical-comparative linguistics, including the origins and development of the Indo-European language family. Considerable emphasis is placed in this course on formalization—the process of reducing intuitive concepts to a precise, rigorous representation. The study of such representations of linguistic concepts (called generative grammars) is a major research area in the discipline. The approach taken is one of active learning, in which students are called upon to do linguistic analysis themselves via regular problem solving assignments in which the student, given unanalyzed data from a language, must describe what the data reveal about the structure of the language in its relevant aspects. Data will be drawn from a wide variety of languages and language families, many of which will be unfamiliar to most of the students in the course.

Class time: 75% lecture, 25% discussion

Workload: 30 pages of reading per week, 3 exams, problem solving assignments

Grade: 66% mid-quarter exam(s), 33% final exam

Exam format: problems

LING 3001 INTRODUCTION TO LINGUISTICS

(Last taught: W94) §5001, 5 cr

Instructor: LORING A

General Ed Req: (CLA: A) (CBS: GE)

The work of linguistics is the description and analysis of human language. This course gives students the tools to begin working on Irish, Korean, Aztec, Indonesian, Swahili, Latin—to name a few of the languages sampled. Students will receive basic instruction in these areas: phonetics and phonology (the sounds and patterns of sounds in human language); morphology and syntax (how the words, phrases and sentences of languages are constructed); semantics and pragmatics (conveying meaning and structuring communication); and historical/comparative linguistics (how languages change over time and how languages are related to one another). Additionally, the course will touch briefly on the roles of language in society (gender, ethnic and political issues) and on the acquisition of language (both first-language learning and “foreign language” learning). On completion of the course, students will be prepared for more specialized courses in linguistics. They will also have a broader perspective on language as a fundamental human activity and a greater appreciation for diversity among humans.

Class time: 50% lecture, 50% discussion, take note: even with a large class, lectures are interactive and informal

Workload: 25 pages of reading per week, 3 exams, 1 paper, 7 homework assignments (problem-solving)

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving, if paper is assigned, it will be worth 10% and other percentages will be adjusted

Exam format: multiple choice (50%), short answers (10-20%), problems (30-40%)

LING 3001 INTRODUCTION TO LINGUISTICS

(Last taught: W93) §5001, 5 cr

Instructor: MIRANDA R

General Ed Req: (CLA: A) (CBS: GE)

Introduction to the nature of human language: phonetics, phonology, syntax, semantics, language change, language acquisition, language in social contexts, brain and language, writing systems. Text: Contemporary Linguistics: An Introduction by William O'Grady, Michael Dobrovolsky, and Mark Aronoff. 1989, NY: St. Martin's Press

Class time: 75% lecture, 25% discussion

Workload: 2 exams, 5 problem solving assignments

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: multiple choice

LING 3301 PHONETICS

(Last taught: F93) §5301, 5003; prereq 3001 or ¶ or #, 5 cr

Instructor: STEMBERGER J

General Ed Req: none

The course has two main goals: 1) to provide the student with basic information about the phonetics of human language, including transcription, production, and perception, and 2) to teach the student the necessary skills to be able to transcribe words in any human language phonetically. The content portion includes the full set of sounds used in all human languages (as catalogued in the IPA), along with how they are made (in terms of both anatomy and physics), the physics of sound, and speech perception. The skills portion involves practice in transcribing and producing exotic speech sounds. No previous background in physics or anatomy is assumed, and the course is non-mathematical in nature. Teaching is lecture format 4 days a week and one day of transcription and production practice. There are 8 quizzes that assess the student's ability to transcribe non-English speech sounds. Textbooks are Ladefoged's "Course in Phonetics" and Fry's "The Physics of Speech", with additional handouts on speech perception.

Class time: 80% lecture, 20% laboratory

Workload: 30 pages of reading per week, 2 exams, 8 quizzes

Grade: 30% mid-quarter exam(s), 35% final exam, 35% quizzes

Exam format: short answer, essay

LING 3601 INTRODUCTION TO HISTORICAL LINGUISTICS

(Last taught: S93) §5601; prereq 3001 or #, 4 cr

Instructor: MIRANDA R

General Ed Req: none

Kinds of change in the lexical, semantic, syntactic and phonological components of a language. Factors underlying such changes. Reconstruction of earlier stages of languages. Text: "Principles of Historical Linguistics" by Hans Hock, 2nd edition.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 2 exams, 2 problem solving assignments

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: multiple choice

LING 3811 BILINGUALISM

(Last taught: F92) no prereq, 4 cr

Instructor: DOWNING B

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B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

General Ed Req: none

This course introduces issues concerning the phenomenon of bilingualism in society and in the individual. The focus is on sociolinguistic theory and methods rather than on psychology or psycholinguistic approaches. Topics include the differential status of various languages in multi-lingual societies, language in the bilingual individual, the role of language in relation to nationalism, discrimination, and ethnic conflict, and public policy and planning issues in relation to language diversity. During the first half of the course student groups will prepare oral and written reports on multilingualism in particular countries (e.g., Canada or Belgium) or regions (e.g., the former Soviet Union). During the second half students will chose individual research topics to be reported on orally and in writing.

Class time: 60% lecture, 30% discussion, 10% student reports

Workload: 40 pages of reading per week, 2 exams, 1 paper, group report at mid-term

Grade: 20% mid-quarter exam(s), 20% final exam, 25% written reports/papers, 15% special projects, 10% in-class presentations, 10% class participation

Exam format: short answers, short essays

LING 3812 ETHNIC BILINGUALISM IN THE UNITED STATES

(Last taught: S93) knowledge of ling or a non-English language helpful, 4 cr

Instructor: DOWNING B

General Ed Req: (CLA: CP) (CBS: CP)

This course introduces sociolinguistic issues and methods in the study of linguistic diversity and bilingualism in American society. The main textbook, "Life With Two Languages", is very readable. In class we focus on understanding the language experience of Asian Americans in comparison with other, primarily European, immigrants. Students also gain field-work experience within an ethnic community. On their own, students collect background information on a particular ethnic group, plan research, and select a book of fiction or biography for a book report. The class moves toward discussion of public policy issues including language instruction and bilingual social services, bilingual education, and national language policy. The second exam will be in the ninth week; after that, students complete their research and report on it orally in class.

Class time: 60% lecture, 30% discussion, 10% student presentations

Workload: 60 pages of reading per week, 2 exams, 1 paper, 1 fiction/biography book report

Grade: 20% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation, 0-6% extra credit for reports on community activities

Exam format: multiple choice, short answer, short essay

LING 5002 LINGUISTIC ANALYSIS

(Last taught: W93) §5201, 5302; prereq 3001 or 5001 or #, 4 cr

Instructor: KAC M

General Ed Req: none

This is a post introductory course in morphological, phonological and syntactic analysis for majors and also for nonmajors needing a fuller grounding in linguistic methods than is provided by LING 3001 or 5001. It is not for the uncommitted or the faint of heart.

Class time: 75% lecture, 25% discussion

Workload: 3 exams, weekly assignments, very challenging

Grade: 50% final exam, 50% problem solving

Exam format: problem solving

LING 5011 MATHEMATICAL LINGUISTICS

(Last taught: F93) prereq linguistics maj or #, 4 cr

Instructor: HUTCHINSON L

General Ed Req: none

This course presumes no previous work in mathematics. It is self-contained, and begins at the beginning. It is part of a three quarter sequence. LING 5011 is devoted to formal logic, although some work on elementary set theory and the nature of axiomatic systems is covered. The propositional and predicate calculi are covered, as is tense logic, modal logics, and multi-valued logic. Emphasis is placed on why these topics are important and why they have been pursued the way they have been. The textbook, 'Mathematical Methods in Linguistics', by Barbara Partee, Alice Ter Meulen, and Robert Wall, is very well written and also presumes no previous mathematics training or course work.

Class time: 90% lecture, 10% discussion

Workload: 15 pages of reading per week, 2 exams, weekly problem sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: Exams are problem solving exams. They are take-home exams, due one week after they are handed out.

LING 5201 INTRODUCTION TO SYNTAX

(Last taught: W93) prereq 3001 or 5001 or #, 4 cr

Instructor: DOWNING B

General Ed Req: none

This course examines principles of grammar construction and evaluation. Syntactic phenomena in a variety of languages are examined. We compare descriptive models of syntax with respect to their ability to characterize the linguistic properties of various types of data. The principal focus is on analysis and description of language data. Readings in the textbook, Andrew Radford's "Transformational Grammar" are mainly supplemental, intended to give the student an overview of recent developments in syntactic theory which will be examined more directly in Ling 5202.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 2 exams, 7 exercises in syntactic analysis

Grade: 30% mid-quarter exam(s), 30% final exam, 5% class participation, 35% problem solving

Exam format: a take-home exam including short answer, essay, and data analysis sections

LING 5201 INTRODUCTION TO SYNTAX

(Last taught: W94) prereq 3001 or 5001 or #, 4 cr

Instructor: DOWNING B(FOR KAC M)

General Ed Req: none

This course examines principles of grammar construction and evaluation, exploring syntactic phenomena in a variety of languages. This year's course will seek to put students into closer touch with contemporary research in syntax, using a textbook just published, Donna Jo Napoli's "Syntax: Theory and Problems". We will get through about the first half of the book, inductively developing the basics of a modular model of syntax that conforms in general to the Chomskian theory of Government and Binding (GB). The emphasis will nevertheless be on analysis and description of language data, whereas the continuation course, Ling 5202, will give greater attention to the development and comparison of theories of syntax. The textbook contains problem sets to be worked through as part of each chapter, with data from English, The Romance languages, Japanese, and various other languages. Some of these problems will be handed in, so feedback can be given. Some will be done in groups. The work is challenging but interesting and rewarding.

Class time: 60% lecture, 40% discussion

Workload: 30 pages of reading per week

Grade: 30% mid-quarter exam(s), 30% final exam, 5% class participation, 35% problem solving

Exam format: short essay, problem solving

LING 5211 SEMANTICS

(Last taught: W93) prereq 5011, 5202 or #, 4 cr

Instructor: GUNDEL J

General Ed Req: none

This course provides an introduction to the linguistic analysis, description and explanation of meaning in natural language. Topics to be covered include lexical (word) meaning, synonymy, presupposition, reference, quantification and tense.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 2 exams, 1 paper, weekly problems and exercises

Grade: 25% mid-quarter exam(s), 25% final exam, 30% written reports/papers, 20% problem solving

Exam format: essay and problem solving

LING 5301 PHONETICS

(Last taught: F93) §3301, 5003; prereq 3001 or 5001 or #, 5 cr

Instructor: STEMBERGER J

General Ed Req: none

The course has two main goals: 1) to provide the student with basic information about the phonetics of human language, including tran-

scription, production, and perception, and 2) to teach the student the necessary skills to be able to transcribe words in any human language phonetically. The content portion includes the full set of sounds used in all human languages (as catalogued in the IPA), along with how they are made (in terms of both anatomy and physics), the physics of sound, and speech perception. The skills portion involves practice in transcribing and producing exotic speech sounds. No previous background in physics or anatomy is assumed, and the course is non-mathematical in nature. Teaching is lecture format 4 days a week and one day of transcription and production practice. There are 8 quizzes that assess the student's ability to transcribe non-English speech sounds. Textbooks are Ladefoged's "Course in Phonetics" and Fry's "The Physics of Speech", with additional handouts on speech perception.

Class time: 80% lecture, 20% laboratory

Workload: 30 pages of reading per week, 2 exams, 8 quizzes

Grade: 30% mid-quarter exam(s), 35% final exam, 35% quizzes

Exam format: short answer, essay

LING 5302 INTRODUCTION TO PHONOLOGY

(Last taught: W94) prereq 3301 or 5301 or #, 4 cr

Instructor: STEMBERGER J

General Ed Req: none

This is an introduction to the phonological analysis of human languages. We introduce the concepts necessary to identify and describe patterns in the phonetic representations of words. Basic theoretical issues are covered. We also emphasize the skills needed to actually analyze phonological data from a language. Skills are developed through frequent homework assignments (six exercises to develop knowledge, and eight data sets to develop analysis skills). Since no adequate textbooks are available, we work with a packet of handouts (ca. 100 pages) that I have put together.

Workload: 8 pages of reading per week, 2 exams, 14 problem solving assignments

Exam format: short answer, problem solving

LING 5601 INTRODUCTION TO HISTORICAL LINGUISTICS

(Last taught: S93) §3601; prereq 5001 or #, 4 cr

Instructor: MIRANDA R

General Ed Req: none

For a full description see Ling 3601.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 2 exams, 2 problem solving assignments

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: multiple choice

LING 5602 PHONOLOGICAL CHANGE AND RECONSTRUCTION

(Last taught: F92) prereq 3601 or 5601, 5202 or #, 4 cr

Instructor: MIRANDA R

General Ed Req: none

Comparative and internal reconstruction of phonological changes resulting from sound change: problem solving and evaluation of guidelines. Phonological change in the generative framework. Phonological change in earlier frameworks. Universals, typology, and phonological change. Varieties of phonological change: phonetically motivated change, analogically motivated change, socially motivated change, miscellaneous changes.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 1 exam, 1 paper, 1 problem solving assignment

Grade: 50% final exam, 25% written reports/papers, 25% problem

solving

Exam format: essay

LING 5606 INDO-EUROPEAN LINGUISTICS

(Last taught: F92) prereq 5605, 4 cr

Instructor: MIRANDA R

General Ed Req: none

This course will deal mainly with the problems of reconstruction in Indo-European morphology and syntax. Principal developments in major Indo-European languages will also be examined.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: essay

LING 5702 SECOND-LANGUAGE ACQUISITION

(Last taught: W94) prereq 3001 or 5001, 5002 or 5201, 5302, 5701 or #, 4 cr

Instructor: COHEN A

General Ed Req: none

In the first half of the course, students will read original studies in second language acquisition on a range of central issues including: stages of acquisition, markedness and transfer, the age of the learners, and the effects of input on acquisition. Students will learn to read these studies critically and will be asked to write as a midterm paper a summary and critical review of studies done in one of these areas of SLA as well as a proposal for a study which they could carry out in a subsequent quarter. The second half of the course will look at the acquisition of sociolinguistic competence i.e., the knowledge that learners have regarding the rules of language and on discourse appropriate for given sociolinguistic competence is defined in the literature will be reviewed. Next, the kinds of knowledge that learners need in order to be sociolinguistically competent will be considered. Particular attention will be paid to the speech act as an important example of complex sociolinguistic behavior. Focus will then be given to the ways in which speech acts are learned and the cognitive processes involved in producing such speech acts. For their final project, students will be asked to prepare a research design.

Class time: 40% lecture, 10% closed-circuit TV, 40% discussion, 10% Fieldwork - collecting data.

Workload: 50 pages of reading per week, 1 exam, 1 paper

Grade: 100% written reports/papers

Exam format: no exam

LING 5711 FIELD METHODS IN LINGUISTICS

(Last taught: F92) prereq 5202, 5303 or #, 4 cr

Instructor: STENSON N

General Ed Req: none

Techniques for obtaining and analyzing linguistic data from an unfamiliar language through direct interaction with a native speaker. Class jointly studies a language by elicitation of speech samples and analysis of patterns that emerge. Periodic discussion of progress and individual elicitation sessions are also components of the course.

Class time: 2% lecture, 28% discussion, 70% elicitation of data; demonstration and hands-on practice

Workload: 2 papers, weekly summaries of work progress

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

Exam format: no exams

LING 5712 FIELD METHODS IN LINGUISTICS

(Last taught: W93) prereq 5711, 4 cr

Instructor: STENSON N

General Ed Req: none

Continues work of 5711 on data gathering and analysis techniques,

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B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

working with native speaker of Mongolian. This quarter will include follow-up work on research papers from Ling 5711, consultation of grammars and linguistic descriptions of the language as available, collection of texts and other discourse-anchored material.

Class time: 5% lecture, 25% discussion, 70% group work on data gathering

Workload: 10 pages of reading per week, 1 paper, 8-10 weekly summaries of individual work with speaker; max of 10 pages reading per week

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

LING 5721 ENGLISH AS A SECOND LANGUAGE: METHODS

(Last taught: F93) prereq 3001 or 5001 or #, 4 cr

Instructor: COHEN A

General Ed Req: none

The course is intended to cover key topics and issues of concern for prospective and practicing teachers of English as a second language. After considering basic concepts and perspectives in ESL, we will focus on the individual skill areas of listening, speaking, pronunciation, reading, writing, grammar, and vocabulary. We will also look at lesson planning, testing, teaching and learning styles and the role of culture. The class sessions will be divided between lecture/discussion sessions and small group exercises.

Class time: 25% lecture, 10% closed-circuit TV, 45% discussion, 20% student presentations

Workload: 50 pages of reading per week, 2 exams, 1 report of ESL classroom observations

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

Exam format: short-answers, essays

LING 5723 ENGLISH AS A SECOND LANGUAGE: MATERIALS

(Last taught: W94) prereq 5721, 5722, #, 3 cr

Instructor: COHEN A

General Ed Req: none

The course is intended to cover key topics and issues of concern for prospective and practicing teachers of English as a second language. After considering basic concepts and perspectives in ESL, we will focus on the individual skill areas of listening, speaking, pronunciation, reading, writing, vocabulary, and grammar. We will also look at language assessment, language learning styles and strategies, and syllabus and lesson planning. The class sessions will be divided between lecture/discussion sessions and small group exercises.

Class time: 20% lecture, 10% closed-circuit TV, 30% discussion, 40% 20% small group collaborative work (assigned to group); 20% observation of classes

Workload: 30 pages of reading per week, 2 exams, 1 paper

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

Exam format: short-answer, definitions, small essays (1-2 paragraphs)

LOGISTICS MANAGEMENT

LM 3000 INTRODUCTION TO LOGISTICS MANAGEMENT

(Last taught: W94) prereq Econ 1101 or equiv, 4 cr

Instructor: BEIER F

General Ed Req: none

Logistics deals with that set of problems associated with the flow of physical goods from raw material to eventual consumption. Logistics managers are typically charged with the responsibility of managing cost trade-offs between two or more decision areas, e.g., balancing transportation and inventory costs. Decision areas included in the study of logistics are transportation, inventory levels and location, warehousing, scheduling, information systems, and customer service. Note that, within the firm, some of these decision areas are associated with different functions, e.g., marketing, operations or finance. Thus, logistics is an integrative problem solving activity with the objective of efficient product flow. The purpose of this course is to introduce the areas of logistics and distribution as a field of managerial responsibility and to identify the linkages between logistics and other managerial

disciplines, e.g., marketing, operations, and finance. The format of the course is lecture and discussion with at least one-third of the class time devoted to discussion of case problems. The text is supplemented by additional readings and case problems.

Class time: 30% lecture, 40% discussion, 30% analysis of case problems and simulation exercise

Workload: 25 pages of reading per week, 2 exams, 2 papers, some oral presentations

Grade: 5% final exam, 35% written reports/papers, 20% special projects, 10% quizzes, 10% class participation

Exam format: examinations are essay and are generally open book

LM 3000 INTRODUCTION TO LOGISTICS MANAGEMENT

(Last taught: F93) prereq Econ 1101 or equiv, 4 cr

Instructor: HARPER D

General Ed Req: none

Logistics management deals with that set of problems associated with the flow of physical goods from acquisition of raw materials to eventual consumption of finished goods. Logistics managers are typically charged with the responsibility of managing cost and service trade-offs between two or more decision areas, for example, balancing transportation and inventory costs. Decision areas included in logistics management are transportation, inventory levels, location of physical facilities, warehousing, scheduling, information systems, and customer service. Note that, within a firm, some of these decision areas are associated with different functions such as marketing and operations management. Thus, logistics management is an integrative problem-solving activity with the objective of efficient product flow. The purpose of this course is to introduce the area of logistics (sometimes referred to as distribution) as a field of managerial responsibility and to identify the linkages between logistics and other managerial disciplines, in particular marketing and operations management.

Class time: 40% lecture, 35% discussion, 25% analysis of case problems

Workload: 25 pages of reading per week, 2 exams, 2 papers, simulation exercise about 1-1/2 hours per week

Grade: 35% mid-quarter exam(s), 35% final exam, 10% written reports/papers, 10% special projects, 10% class participation

Exam format: essay

LM 5020 ADVANCED LOGISTICS MANAGEMENT

(Last taught: W93) prereq 3000 or 5030 or equiv, 4 cr

Instructor: BEIER F

General Ed Req: none

See description for LM 3000. This course is designed to go into greater depth relative to the analysis of logistics problems. One should have graduate status or have taken LM 3000 (may be taken concurrently). The additional behavioral outcomes for this course, beyond understanding the elements of logistics, are to be able to design and manage a logistics system and analyze logistics problems on both an intra and inter-firm basis. The format of the course is lecture and discussion with at least one-third of the time devoted to the analysis of case problems. Guest speakers are also scheduled. Students are expected to participate in a competitive simulation exercise outside the class.

Class time: 25% lecture, 25% discussion, 50% case problems and simulation exercise

Workload: 50 pages of reading per week, 2 exams, 4 papers, simulation exercise, papers are case analysis

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 10% special projects, 10% class participation

Exam format: examinations are of the essay type and are generally open book

MANAGEMENT

MGMT 3001 FUNDAMENTALS OF MANAGEMENT

(Last taught: S93) §8001, 4 cr

Instructor: SUTCLIFFE K

General Ed Req: none

This course is designed as an introduction to organizational analysis for undergraduate students. Its purpose is to introduce students to concepts and information about the structure and functioning of complex organizations. A secondary purpose is to help students think

about managing and being managed in organizations so that by the end of the course students will understand better how complex organizations operate and the factors that influence the behavior of individuals in organizations. By examining a number of perspectives including classical management and contemporary theories, and considering the practical applications of these theories, students will develop a broad understanding of basic organizational principles. The course material will be useful in managing and designing organizations, career planning, and in making sense of today's corporate world.

Class time: 40% lecture, 30% discussion, 30% group activities, cases, film

Workload: 3 exams, 6 1-page cases, reading varies per week

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

Exam format: multiple choice, essay

MGMT 3004 BUSINESS POLICY: STRATEGY FORMULATION AND IMPLEMENTATION

(Last taught: W93) prereq sr, completion of business core courses or equiv of final core course, 5 cr

Instructor: WILLIS R

General Ed Req: none

Objectives: 1) to explore the problems faced by the general manager in developing a direction and strategy for an organization and in implementing that strategy, 2) to introduce concepts and techniques useful in formulating and evaluating a firm's strategies and policies, 3) to consider management issues that cannot be dealt with from a single functional or disciplinary perspective and to require the integration of ideas and materials from other courses. The course will consist of lecture, reading, and discussion of topics in strategic management; the analysis and discussion of actual business cases; a group project in which the student team will trace the strategic evolution of a specific company or industry. Text: Arthur A. Thompson, Jr. & A. J. Strickland III, "Strategy Formulation and Implementation: Tasks of the General Manager," 5th edition (paper). In addition there will be a case packet to be purchased at Copies on Campus and a small number of reading on research in the Wilson Library.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 2 exams, group research project

Grade: 20% mid-quarter exam(s), 30% final exam, 30% special projects, 20% class participation

Exam format: essay, short answer

MARATHI

MAR 1101 BEGINNING MARATHI

(Last taught: F92) §5101, 5 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Understanding, speaking, reading, and writing Marathi through acquisition of basic speech patterns. Explanation of phonology, morphology, syntax and semantics.

Class time: 20% lecture, 10% discussion, 20% laboratory, 50% drills conversations; speech-pattern practice; writing practice

Workload: 50 pages of reading per week, 2 exams, a number of oral and written exercises, 5-10 pages of reading and writing per week

Grade: 30% mid-quarter exam(s), 30% final exam, 10% lab work, 20% class participation, 10% completion of regular weekly exercises

Exam format: multiple choice

MAR 1102 BEGINNING MARATHI

(Last taught: W93) §5102; prereq 1101, 5 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Understanding, speaking, reading, and writing Marathi through acquisition of basic speech patterns. Explanation of phonology, morphology, syntax and semantics.

Class time: 20% lecture, 10% discussion, 20% laboratory, 50% drills conversations; speech-pattern practice; writing practice

Workload: 50 pages of reading per week, 2 exams, a number of oral and written exercises, 5-10 pages of reading and writing per week

Grade: 30% mid-quarter exam(s), 30% final exam, 10% lab work, 20% class participation, 10% completion of regular weekly exercises

Exam format: multiple choice

MAR 5101 BEGINNING MARATHI

(Last taught: F92) §1101, 5 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Understanding, speaking, reading, and writing Marathi through acquisition of basic speech patterns. Explanation of phonology, morphology, syntax and semantics.

Class time: 20% lecture, 10% discussion, 20% laboratory, 50% drills; conversations; speech-pattern practice; writing practice

Workload: 10 pages of reading per week, 2 exams, a number of oral and written exercises, 5-10 pages of reading and writing per week

Grade: 30% mid-quarter exam(s), 30% final exam, 10% lab work, 20% class participation, 10% completion of regular weekly exercises

Exam format: multiple choice

MAR 5102 BEGINNING MARATHI

(Last taught: W93) §1102; prereq 5101, 5 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Understanding, speaking, reading, and writing Marathi through acquisition of basic speech patterns. Explanation of phonology, morphology, syntax and semantics.

Class time: 20% lecture, 10% discussion, 20% laboratory, 50% drills; conversations; speech-pattern practice; writing practice

Workload: 10 pages of reading per week, 2 exams, a number of oral and written exercises, 5-10 pages of reading and writing per week

Grade: 30% mid-quarter exam(s), 30% final exam, 10% lab work, 20% class participation, 10% completion of regular weekly exercises

Exam format: multiple choice

MARKETING

MKTG 3000 PRINCIPLES OF MARKETING

(Last taught: S93) prereq Econ 1101 or equiv, 4 cr

Instructor: BEIER F

General Ed Req: none

The objectives of this course are threefold: a) provide students with a fundamental understanding of the marketing process, b) identify some of the marketing strategy alternatives available to a firm, and c) develop basic skills in analyzing marketing problems using techniques such as market-product grids; break-even analysis; and marginal analysis. The course will follow a lecture-discussion format. Discussions will often focus on case problems which are assigned or will be extensions of the assigned readings. It is the intention of the instructor not to recast the material in the assigned readings. Therefore, students are expected to keep up with the readings as specified on the attached schedule. Unannounced quizzes may be used to

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

determine the currency of the class with respect to the assignments.
Class time: 60% lecture, 40% discussion
Workload: 50 pages of reading per week, 2 exams, 2 papers
Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers
Exam format: multiple choice and short answer

MKTG 3000 PRINCIPLES OF MARKETING

(Last taught: W93) prereq Econ 1101 or equiv, 4 cr
Instructor: LINDSAY V
General Ed Req: none
Objectives: 1) To provide an understanding of general marketing concepts and the marketing process; 2) To develop an understanding of consumer and societal trends and their implications for marketing strategy; 3) To introduce problem analysis and decision making skills in a marketing context.
Class time: 60% lecture, 40% discussion
Workload: 50 pages of reading per week, 3 exams, 1 paper, short homework assignments
Grade: 50% mid-quarter exam(s), 30% written reports/papers, 7% class participation, 11% problem solving, 2% research participation
Exam format: multiple choice and short answer essay

MKTG 3000 PRINCIPLES OF MARKETING

(Last taught: W94) prereq Econ 1101 or equiv, 4 cr
Instructor: RUDELIUS C
General Ed Req: none
The basic objectives of this course are to: 1) provide students with a fundamental understanding of the marketing process; 2) discuss some of the marketing strategy alternatives available to a marketing manager; 3) develop basic skills in analyzing marketing problems using techniques such as market-product grids, break-even analysis and marginal analysis; and 4) have students utilize this knowledge in a written marketing plan.
Class time: 50% lecture, 25% discussion, 25% student presentations of marketing plans, with discussion
Workload: 50 pages of reading per week, 3 exams, 1 marketing plan done individually or in 2 or 3 person teams
Grade: 40% mid-quarter exam(s), 30% final exam, 30% written reports/papers, class participation considered when borderline; 2 midquarter exams
Exam format: 50% multiple choice, 20% short answer, 30% short problems or mini-cases

MKTG 3010 BUYER BEHAVIOR AND MARKETING ANALYSIS

(Last taught: W94) prereq 3000, OMS 1020, or equiv, 4 cr
Instructor: GRAONIC
General Ed Req: none
Identifying and applying secondary and primary data to solve marketing problems. Consideration of consumer and organizational buyer behavior. Survey and experimental research techniques, market segmentation, data analysis, behavior concepts and processes, consumer and organizational decision-making models, and managerial applications of these models.
Workload: 80 pages of reading per week, 2 exams, 2 papers, 2 team projects
Exam format: multiple choice, essays

MKTG 3010 BUYER BEHAVIOR AND MARKETING ANALYSIS

(Last taught: S93) prereq 3000, OMS 1020, or equiv, 4 cr
Instructor: ROSS I
General Ed Req: none
To enable the student to conceptualize/formulate marketing research strategies in order to address the various kinds of marketing research questions/problems frequently encountered in profit and non-profit organizations; to familiarize students with major methods/techniques for collecting, analyzing, and interpreting marketing research information. Students either independently or in small groups conduct secondary data analysis on a real product/service, and plan primary research (eg. surveys) which might aid management decision making.
Class time: 70% lecture, 30% discussion
Workload: 40 pages of reading per week, 2 exams, 1 term project/paper usually in 2 or 3 parts
Grade: 25% mid-quarter exam(s), 25% final exam, 40% written

reports/papers, 10% class participation
Exam format: multiple choice, definition/identification

MKTG 3020 MARKETING OPERATIONS MANAGEMENT

(Last taught: F93) prereq 3010, 4 cr
Instructor: RAO A
General Ed Req: none
This class deals with the planning and execution of marketing strategy. A principal focus of the class will be the establishment and maintenance of competitive advantage. Students are expected to be comfortable with basic marketing terms and concepts covered in introductory courses (e.g., 3000). The class will primarily involve a learning by doing approach. The degree of emphasis on case work necessitates extensive preparation for class; being prepared for class and demonstrating that preparation is crucial.
Class time: 50% lecture, 50% discussion
Workload: 100 pages of reading per week, 2 papers
Grade: 50% written reports/papers, 35% special projects, 15% class participation

MKTG 3020 MARKETING OPERATIONS MANAGEMENT

(Last taught: W94) prereq 3010, 4 cr
Instructor: SHOCKER A
General Ed Req: none
To capitalize on opportunities facing the firm some system of marketing planning is necessary. This course will deal with the process of developing effective marketing strategies and tactics and plans for implementing them. Such areas as the collection, analysis, and interpretation of information required to assess market opportunity and the nature and likelihood of competitive threat; the development of marketing objectives, strategies, and programs; assessment of sales and profit potentials from alternative courses of action; and the development of appropriate standards and methods of evaluation and control will be investigated. Believing that these planning skills are better acquired by doing than by simply reading and listening, the course is designed to encourage active participation in discussions about the readings and the issues they raise, in case discussions, in developing and implementing strategy and tactics for conduct of a marketing simulation exercise, and in the design of a marketing plan for the introduction of a new product in conjunction with the simulation exercise. Developing marketing planning capability requires a broadly-based set of skills and thus the course will draw upon key concepts.
Workload: 60 pages of reading per week, 2 exams, 2 papers
Exam format: essay

MKTG 3030 SALES AND DISTRIBUTION MANAGEMENT

(Last taught: W93) prereq 3020, 4 cr
Instructor: RAD
General Ed Req: none
This course teaches how to manage a sales force. It does not teach students how to sell. There are two classes per week 1-1/2 hours each. The first class of each week is spent studying one case. The second class discusses more general issues. Students are involved in role plays and/or a project. It is heavily weighted on class discussion.
Class time: 50% discussion, 50% casework
Workload: 15 pages of reading per week
Exam format: essay

MKTG 3050 MARKETING COMMUNICATIONS

(Last taught: W94) prereq 3020, 4 cr
Instructor: ROSS I
General Ed Req: none
This course is intended to be an introductory course in marketing communications. It should provide students with an ability to assess the marketing communications needs of an organization in the marketing of its goods or services to its various relevant audiences, to plan overall message and media strategy, to set objectives and budgets, and to be able to evaluate the effectiveness of its communication efforts. The required term project is intended to provide an opportunity for you to apply course skills. The term project is an advertising campaign plan which each student prepares for a real store, brand or service based upon student's own choice.

Class time: 50% lecture, 30% discussion, 20% videotape
Workload: 50 pages of reading per week, 2 exams, 1 term paper (ad campaign project)
Grade: 25% mid-quarter exam(s), 25% final exam, 40% written reports/papers, 10% class participation
Exam format: multiple choice, short essay, definition/identification

MATERIALS SCIENCE

MATS 3091 INDUSTRIAL EMPLOYMENT

(Last taught: W93) no prereq, 1-2 cr
 Instructor: STAFF
 General Ed Req: none
 Employment with industrial firms that perform metallurgical or materials engineering activities. Report covering work required.
Workload: final report

MATS 3400 MECHANICAL PROPERTIES OF MATERIALS

(Last taught: W94) prereq 2nd yr IT student, 4 cr
 Instructor: STAFF
 General Ed Req: none
 Introduction to the structure-property relationships of metals, alloys, and polymers. Crystal structure, diffusion, and the theoretical basis of elasticity and plasticity will be related to practical topics. Includes materials processing laboratory/recitation with emphasis on engineering alloys and heat treatment.
Workload: 50 pages of reading per week, 2 exams, weekly homework, 4 lab reports
Exam format: multiple choice, problem solving

MATS 3600H INTRODUCTION TO MATERIALS SCIENCE, HONORS

(Last taught: W94) prereq selection for IT honors program or consent of IT honors office, 4 cr
 Instructor: FRANCIS L
 General Ed Req: none
 Materials science is the study of the structure, properties, processing and performance of materials in engineering applications. Materials can be grouped into four general types: metals, ceramics, polymers and semiconductors. This course provides an introduction to the structure and properties of materials with some examples of processing methods. The common principles that determine the structure and properties of all four types materials are emphasized. Lectures focus on the structure and properties of materials. Materials fundamentals, including structure, bonding, defects, phase equilibria and kinetics, are discussed in the first part of the course. The remainder of the course is divided into two sections: mechanical properties and electrical properties. Recitations are active problem solving sessions. Students work together in groups of three or four to solve problems and answer questions. Students should come prepared with a calculator and other helpful materials such as your class notes and textbook. Problems are handed in at the end of the recitation. Text: W. D. Callister, "Materials Science and Engineering, An Introduction", 2nd ed. 1991.
Workload: 30 pages of reading per week, 9 sets homework, 3 quizzes
Exam format: problem solving, short answer

MATS 5012 INTRODUCTION TO DISLOCATIONS AND PHYSICAL METALLURGY

(Last taught: W94) prereq upper division IT, 3400, 5011, AEM 3016 or #, 4 cr
 Instructor: CARTER C
 General Ed Req: none

Dislocations are arguably the most important defect involved in mechanical properties of materials. Metals deform by dislocations moving. Bridges fall down if dislocations can't move. Ceramics are brittle because it is difficult for dislocations to move in these materials. Solid-state lasers "die" because dislocations move into the active region (dark-line defects). Semiconductor processing lines may be closed down if dislocations are formed in critical parts of a device (oxidation-induced defects). We could have much faster communication between chips if we could control dislocations (optoelectronic integration). This course tries to give the student a real understanding dislocations and how they do affect properties of materials. Topics range from the fundamental theory to more practical aspects. We cover a very wide range of material including elasticity, crystallography, deformation and strengthening mechanisms, fatigue and fracture. It is a lot of work. The TA has again requested this course since it is the Prof's favorite topic. The term project is like a term paper, but it emphasizes design considerations. e.g., calculations or estimates of some mechanical property in an application. The subject of the report must relate to

Class time: 75% lecture, 25% discussion
Workload: 30 pages of reading per week, 3 exams, 1 paper
Grade: 30% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 20% problem solving
Exam format: Typed sheets with limited space for answers. Approx. 30 short questions in total. All questions must be answered.

MATS 5102 DIFFUSION AND SOLID STATE KINETICS

(Last taught: S93) prereq upper division IT, 5101, 5001 or ChEn 5001 or #, 4 cr
 Instructor: FRANCIS L
 General Ed Req: none
 Objectives: To introduce diffusion in solid materials, including macroscopic continuum treatment and microscopic/atomistic aspects and to describe kinetic controlled processes in solids, including oxidation, solid state reactions, sintering and crystallization. Area of study include: Macroscopic and microscopic approaches to diffusion, defects in solids, diffusion in metals and ionic solids, gas - solid reactions, solid state reactions, kinetics of microstructure development, kinetics of phase transformations. Textbook: "Introduction to Solid State Diffusion" R. J. Borg and G. J. Dienes, Academic Press, 1988; additional handouts provided.
Class time: 80% lecture, 20% discussion
Workload: 25 pages of reading per week, 3 exams, 2 papers, weekly homework
Grade: 40% mid-quarter exam(s), 25% final exam, 20% written reports/papers, 15% problem solving
Exam format: essay, numerical problems, multiple choice, mixed bag

MATS 5112 CERAMICS

(Last taught: F93) prereq upper division IT, 5011, 5101, 5102 or #, 4 cr
 Instructor: FRANCIS L
 General Ed Req: none
 The first part of the course will cover materials fundamentals (structure, bonding, phase equilibria, microstructure) as they apply to crystalline and non-crystalline ceramics. The second part will be devoted to the properties of ceramics: thermal, mechanical, and electrical. Weekly two hour lab sessions will be arranged. Experiments include processing and electrical properties of dielectric ceramics, slip-casting of clay and alumina, and mechanical properties of glasses. Off campus students will be required to complete an alternative project. Text: W. D. Kingery, H. K. Bowen and D. R. Uhlmann, "Introduction to Ceramics" 2nd edition.
Class time: 67% lecture, 33% laboratory

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 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: 20 pages of reading per week, 3 exams, lab reports - 1 long, 3 short
Grade: 30% mid-quarter exam(s), 35% final exam, 25% lab work, 10% problem solving
Exam format: short answer, essay, numerical problems

MATS 5450 CORROSION AND ELECTROCHEMISTRY OF CORROSION

(Last taught: F93) prereq upper division IT, 5101 or #, 4 cr
Instructor: SHORES D
General Ed Req: none
This is an overview of high temperature oxidation processes. The text will be followed approximately, but with extensive supplements from the literature. There will be homework problems, class discussion, a term paper and probably two exams. I would like to include some laboratory experiments, if possible. Undergraduates may earn 1 design credit. The following topics will be discussed: thermodynamic considerations (phase stability diagrams); solid state transport (point defect equilibria in binary oxides, doping, solid state diffusion, Wagnerian oxidation theory); examples of oxidation processes in oxygen (pure metals, alloys - steady state and transient processes, effects of stress); examples of oxidation in aggressive environments (mixed gases, eg. oxygen and sulfur, hot corrosion).
Class time: 75% lecture, 20% discussion, 5% laboratory
Workload: 20 pages of reading per week, 2 exams, 1 paper, homework problems
Grade: 20% mid-quarter exam(s), 30% written reports/papers, 10% class participation, 20% problem solving
Exam format: problem solving

MATS 5482 SPECIAL PROBLEMS IN PHYSICAL METALLURGY AND MATERIALS SCIENCE

(Last taught: W94) prereq sr, 0 cr
Instructor: STAFF
General Ed Req: none
Library or laboratory studies of scientific or engineering problems in physical metallurgy and materials science. Independent study of a topic by arrangement with a professor. Will qualify for design credits if so arranged.
Workload: arranged with professor

MATS 5483 SPECIAL PROBLEMS IN PHYSICAL METALLURGY AND MATERIALS SCIENCE

(Last taught: W94) prereq sr, 0 cr
Instructor: STAFF
General Ed Req: none
Library or laboratory studies of scientific or engineering problems in physical metallurgy and materials science. Independent study of a topic by arrangement with a professor. Will qualify for design credits if so arranged.
Workload: arranged with professor

MATS 5630 POLYMER PHYSICAL PROPERTIES

(Last taught: W94) prereq 3400 or 5011 or 5610 or Chem 5610, 3 cr
Instructor: MACOSKO C
General Ed Req: none
This course starts with already made polymers and teaches the student how to describe their physical properties, particularly mechanical properties of solid polymers. Some of the exercises emphasize design of polymer items with special property combinations. Text: "Introduction to Physical Polymer Science" by L. H. Sperling. Topics: synthesis, chain architecture, configurations, isomers, copolymers, molecular weight; scattering, chain conformation; solution and phase behavior; crystallization; glass transition; rubber elasticity; time-temperature superposition; viscoelasticity, diffusion; multicomponent materials, failure.
Workload: 2 exams, weekly homework
Grade: 25% mid-quarter exam(s), 50% final exam, 25% homework

MATHEMATICS

MATH 1001 EXCURSIONS IN MATHEMATICS

(Last taught: W94) prereq 3 yrs high schl math, placement exam or GC 0631 with grade of C or better, 4 cr
Instructor: STAFF

General Ed Req: (CLA: A*)

Text: "Excursions in Modern Mathematics" by Peter Tannenbaum and Robert Arnold, together with a newspaper supplement to be obtained during the course. This course is primarily for those planning to take no subsequent mathematics course since it does not serve as a prerequisite for any other mathematics course; is only for those who are able to do second-year high school algebra problems - a placement test is available in VinH 4 for those who have not recently taken one; and if it does fill a group A requirement and (despite what the 1992-1994 CLA Bulletin says) does fill the formal language requirement within group A.

Class time: 60% lecture, 40% discussion
Workload: 25 pages of reading per week, 5 exams, 9 problem sets
Grade: 42% mid-quarter exam(s), 44% final exam, 14% problem solving
Exam format: no multiple choice; problems written out

MATH 1008 TRIGONOMETRY

(Last taught: W94) §1201; prereq plane geometry, 2 yrs hs algebra or ¶1111, grade of C or better in GC 0631, 4 cr
Instructor: STAFF
General Ed Req: none
This course (in conjunction with Math 1031 College Algebra and Probability) provides prerequisite knowledge for the standard calculus sequence: Math 1251, 1252 and 1261. Text: "Trigonometry", 2nd edition, by Charles P. McKeague.
Class time: 100% lecture
Workload: 3 exams, quizzes, homework
Exam format: multiple choice

MATH 1031 COLLEGE ALGEBRA AND PROBABILITY

(Last taught: W94) §1051, 1151, 1111, 1201; prereq 3 yrs hi sch math, placement exam or GC 0631 with C or bet, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Text: "College Algebra", 2nd edition, by Kaufmann
Workload: 4 exams
Grade: 45% mid-quarter exam(s), 40% final exam, 15% quizzes

MATH 1051 PRECALCULUS I

(Last taught: W94) §1031, 1111, 1201, 1008, 1151; prereq 3 yrs hi sch math, placement exam or GC 0631 C or bet, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A)
Text: David Cohen, "Precalculus", 3rd edition.
Workload: 4 exams, homework assignments

MATH 1105 TOPICS IN ELEMENTARY MATHEMATICS

(Last taught: W94) prereq 1031 or equiv, #, 4 cr
Instructor: WHITE D
General Ed Req: none
This course offers a new approach to mathematics for prospective elementary school teachers. Several topics will be explored in some depth. These might include number sequences, counting, probability and number sense. Each topic will be addressed in a module of about two weeks duration. The topics will be presented in a cooperative learning environment. Students will work in small groups on sequences of problems and will present their results orally to the rest of the class. Class discussions will emphasize varieties of solution techniques, interconnecting mathematical ideas, and the communication of mathematics. Since these class discussions will not fit into the normal one hour University of Minnesota format, the course will meet in 2 two-hour sessions per week. The topics and methods have been chosen to reflect the recommendations of the Mathematical Association of America's document "A Call for Change", which was the MAA's response to the National Council of Teachers of Mathematics "Curriculum and Evaluation Standards for School Mathematics" of 1989.

Class time: 10% lecture, 50% discussion, 40% small group work sessions
Workload: 10-15 problems per week plus maintaining a journal
Grade: 10% written reports/papers, 30% in-class presentations, 30% class participation, 30% problem solving

MATH 1131 FINITE MATHEMATICS

(Last taught: W94) prereq 3 1/2 yrs high school math or grade of C or better in 1111 or 1181, pre-bus or soc and behav sci students, 5 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Text: S. T. Tan, "Applied Finite Mathematics", 3rd edition. Chapters, in order to be covered: ch. 5. Mathematics of Finance; ch. 6. Sets and Counting; ch. 7. Probability; ch. 8. Probability Distributions and Statistics; ch. 1. Straight Lines and Linear Functions; ch. 2. Systems of Linear Equations and Matrices; ch. 3. Linear Programming: a Geometric Approach; ch. 9. Markov Chains and the Theory of Games.
Class time: 60% lecture, 30% discussion, 10% exams
Workload: 30 pages of reading per week, 3 exams
Grade: 40% mid-quarter exam(s), 50% final exam, 10% quizzes
Exam format: problems

MATH 1142 SHORT CALCULUS

(Last taught: W94) §1211, 1411H; prereq 3 1/2 yrs hs math or grade of C or better in 1111 or 1181 or 1201, 5 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Class time: 100% lecture
Workload: 40 pages of reading per week, 2 exams, 6-15 minute quizzes
Grade: 40% mid-quarter exam(s), 40% final exam, 20% quizzes
Exam format: problems to solve; some multiple choice on the final

MATH 1151 PRECALCULUS II

(Last taught: W94) §1111, 1201, 1008; prereq 3 1/2 yrs hi sch math, plcmnt exam or 1051 grade of C or better, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
"Precalculus" 3rd edition, David Cohen
Workload: 4 exams, homework
Grade: 45% mid-quarter exam(s), 40% final exam, 15% quizzes

MATH 1251 ONE-VARIABLE DIFFERENTIAL AND INTEGRAL CALCULUS I

(Last taught: W94) §1451H, 1211, 1411H; prereq 4 yrs high sch math incl trig, or C grade or better in 1201 or 1008, 1111, or equiv, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Text: "Single Variable Calculus" 2nd edition, by James Stewart
Class time: 90% lecture, 10% discussion
Workload: 25 pages of reading per week, 4 exams, homework of 4-5 hours a week
Grade: 45% mid-quarter exam(s), 40% final exam, 15% quizzes
Exam format: essay

MATH 1252 ONE-VARIABLE DIFFERENTIAL AND INTEGRAL CALCULUS II

(Last taught: W94) §1452H, 1221, 1421H; prereq C grade or better in 1251, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Text: James Stewart, "Single Variable Calculus" 2nd edition
Class time: 100% lecture
Workload: 25 pages of reading per week, 3 exams, 8 quizzes
Grade: 40% mid-quarter exam(s), 40% final exam, 20% quizzes
Exam format: problems to be solved; some multiple choice on the final

MATH 1261 THE ALGEBRA AND GEOMETRY OF EUCLIDEAN SPACE

(Last taught: W94) §1241, 1553H, 3142, 3551H; prereq 1251 or 1211, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Text: R. E. Williamson and H. F. Trotter, "Multivariable Mathematics" 2nd edition; Supplementary notes "Subspaces and Affine Spaces in Euclidean Spaces"
Class time: 70% lecture, 30% discussion
Workload: 4 exams
Grade: 50% mid-quarter exam(s), 50% final exam

MATH 1551H HONORS: ONE-VARIABLE DIFFERENTIAL AND INTEGRAL CALCULUS I

(Last taught: F93) §1251, 1411H, 1211; prereq consent of IT Honors Office, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)
Class time: some lecture, some discussion - portions vary
Workload: 3 exams, 5 projects
Grade: 20% mid-quarter exam(s), 40% final exam, 40% special projects
Exam format: problems to solve, theorems to state, definitions to state, reasons/methods to describe.

MATH 1552H HONORS: ONE-VARIABLE DIFFERENTIAL AND INTEGRAL CALCULUS II

(Last taught: W94) §1252, 1421H, 1221; prereq 1551H with grade of C or better, consent of IT Honors Office, 4 cr
Instructor: STAFF
General Ed Req: (CLA: A*)

Class time: some lecture, some discussion - portions vary
Workload: 3 exams, 5 projects
Grade: 20% mid-quarter exam(s), 40% final exam, 40% special projects
Exam format: problems to solve, theorems to state, definitions to state, reasons/methods to describe.

MATH 3251 MULTIVARIABLE DIFFERENTIAL CALCULUS

(Last taught: F93) §3211, 3311, 3521H, 3552H, 4 cr
Instructor: MIRACLE C
General Ed Req: none
Text: Williamson, "Multivariable Mathematics"
Class time: 60% lecture, 40% recitation Tuesday and Thursday
Workload: 4 exams, homework
Grade: 43% mid-quarter exam(s), 43% final exam, 14% homework

MATH 5006 THE DIVERSITY OF MATHEMATICS

(Last taught: W94), 4 cr
Instructor: HARPER L
General Ed Req: none
This course is designed for students in Elementary Education who wish to probe deeper into some of the topics encountered in Math 1005-6. The emphasis is on graph theory. We discuss such topics as regular and semiregular polyhedra, planar and nonplanar graphs, and graphs on the surface of a torus. We also use graphs to solve several well-known puzzles such as the "three jugs problem", constructing "magic circles", and the "instant insanity" puzzle. There is no textbook. Notes are distributed covering the entire course content with the possible exception of topics which may be added at the end if time allows.

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Class time: 95% lecture, 5% discussion
Workload: 10 pages of reading per week, 3 exams
Grade: 30% mid-quarter exam(s), 50% final exam, 20% homework problems
Exam format: problems to solve

MATH 5058 ACTUARIAL MATHEMATICS II

(Last taught: W94) prereq 5057; does not carry grad cr for math majors, 4 cr

Instructor: YOUN H

General Ed Req: none

This course is a continuation of Math 5057. Topics to be covered include "Net Premium Reserves" and "Insurance Models Including Expenses". The course is designed to help a student: 1) to understand the mathematics behind various insurance calculations; 2) to take an actuarial exam (course 150). Grading and exam format will be similar to Math 5057.

MATH 5151 ELEMENTARY SET THEORY

(Last taught: W94) prereq one 32XX math course or equiv or #, 4 cr

Instructor: FUHRKEN E G

General Ed Req: none

Set Theory began with Georg Cantor as the theory of transfinite numbers. It then turned into the general theory of mathematical objects: numbers, functions, sets, relations, operators. These are used throughout mathematics and beyond. We shall study these general concepts in their pristine simplicity and generality. It is hoped that the student will gain familiarity with them, insight into them, and ease in handling them, so that, when (the student) turns to other mathematical - or extra-mathematical - subjects, (the student) can concentrate on the subject-specific aspects.

Class time: 100% lecture

Exam format: solving problems

MATH 5163 MATHEMATICAL LOGIC

(Last taught: W94) prereq 5162, 4 cr

Instructor: RICHTER

General Ed Req: none

Topics: The course covers sentential (also called propositional) logic, and first-order logic (the study of languages with existential and universal quantifiers). The emphasis is on the relationship between language (syntax) and truth (semantics) in a structure. The approach is from a mathematical point of view. The Goedel Completeness Theorem and the Compactness Theorem are proved, followed by a number of important applications. The course is of interest to undergraduate and graduate students in Mathematics, Philosophy, and Computer Science. Text: Enderton, "A Mathematical Introduction to Logic"

Workload: 2 exams, substantial homework

Exam format: problem solving

MATH 5242 LINEAR ALGEBRA WITH APPLICATIONS

(Last taught: W94) §5232-5233, 5247, 5284; prereq (1261, 3261, 4 cr

Instructor: BRAUER G

General Ed Req: none

Text: G. Shang "Linear Algebra and Its Applications". The course content is Chapters 1,2,3,4 of Shang's book. Topics: linear equations, solving by Saussian elimination, matrix algebra, vector space and their linear transformations, scalar products, orthogonality, the Gram Schmidt process for an orthogonal basis application to fitting polynomials with minimal sum of squares of residuals. Students should correlate this course with their analysis courses.

Workload: 3 exams, take home problems (6-7)

Exam format: problems to be worked including proofs, stating definitions

MATH 5243 LINEAR ALGEBRA WITH APPLICATIONS

(Last taught: W94) prereq 5242, 4 cr

Instructor: EAGON J

General Ed Req: none

This is a course patterned after a well-known course given at M.I.T. by Gilbert Strang. The text is written by him. Topics in the course include solving linear equations by Gaussian elimination, the A=LU decomposition, with applications to numerical analysis of differential

equations; vector spaces, bases, and dimension with applications to graphs and networks; length, angle, and orthogonal vectors with applications to least squares approximations; Gram-Schmidt orthogonalization, complex numbers with applications to the fast fourier transform; determinants, pivots, eigenvalues and eigenvectors with applications to differential and difference equations. This course will cover more about complex numbers, symmetric, Hermitian, orthogonal and unitary matrices; triangular and diagonal forms with applications to maxima and minima, minimax principles, positive definite matrices, the Rayleigh Quotient, and the finite element method; approximations to eigenvalues and eigenvectors and the solution of linear equations, linear programming and game theory.

Class time: 50% lecture, 50% discussion

Workload: 35 pages of reading per week, 3 exams, 6 quizzes

Grade: 40% mid-quarter exam(s), 40% final exam, 20% quizzes

Exam format: 95% problems: partial credit is given for partial solutions. A very occasional multiple choice question or matching questions on vocabulary.

MATH 5247 INTRODUCTION TO MODERN ALGEBRA III

(Last taught: S93) §5284; prereq 5246, 4 cr

Instructor: FRISTEDT B !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

A continuation of Math 5245-5246. Thus, students should already be familiar with group theory and ring theory, and they should be familiar with fields as special kinds of rings. They should also be familiar with basic linear algebra as treated in prerequisite material for Math 5245-5246-5247. Approximately, the first half of Math 5247 will be devoted to the algebraic structures known as fields, including vector spaces over fields. The latter half of the course will contain applications of fields to geometric constructions and to error correcting codes, applications of groups to symmetry and frieze and crystallographic patterns, and one further topic in group theory itself.

Class time: 50% lecture, 10% discussion, 40% teacher presents solutions of problems

Workload: 15 pages of reading per week, 3 exams, 8 papers, many problems beyond those assigned must be done for success

Grade: 36% mid-quarter exam(s), 44% final exam, 20% problem solving

Exam format: solving problems, giving well-written solution, and proving theorems; essay

MATH 5283 FUNDAMENTAL STRUCTURES OF ALGEBRA

(Last taught: W94) prereq 5282, 4 cr

Instructor: BERGER T

General Ed Req: none

This course is a continuation of Math 5282. It continues with investigations in symmetry, group theory, bilinear forms, rings, fields, modules, and factorization. The algebra covered underlies most of the non-calculus based mathematics used in pure mathematics, science and engineering. While pursuing the roots of mathematical ideas, students will experiment and explore using powerful computing and graphical tools. Some highlights: classification of all wallpaper and frieze patterns, factorization of integers, polynomials, and other numbers and possible and impossible straight edge/compass constructions.

Class time: 40% lecture, 20% discussion, 20% laboratory, 20% small group work

Workload: 20 pages of reading per week, 2 exams, 4 labs and projects

Grade: 20% mid-quarter exam(s), 20% final exam, 20% special projects, 20% lab work, 20% problem solving

Exam format: problems, 100 points mid-term, 100 points final

MATH 5332 GEOMETRY II

(Last taught: W94) §5083; prereq 5331, 4 cr

Instructor: AEPPLI A

General Ed Req: none

Coordinates, complex numbers and circle geometry; ordered geometry; absolute geometry; euclidean, affine, projective and hyperbolic geometries. Text: Coxeter, "Introduction to Geometry", 2nd edition. Course given in three lectures and two problem sessions per week.

Class time: 60% lecture, 40% problem solving and discussion

Workload: homework problems 5-10 hours/week

Grade: 30% mid-quarter exam(s), 50% final exam, 20% problem solving

Exam format: problem solving, providing proofs

MATH 5377 DIFFERENTIAL GEOMETRY

(Last taught: S93) prereq 5376, 4 cr

Instructor: SULLIVAN J

General Ed Req: none

The spring quarter will give an introduction to Riemannian geometry in high dimensions. We will aim to understand the equations for curved spacetime (from general relativity). Although the course will be largely independent of the material in earlier quarters, students who have not taken Math 5375 and 5376 should speak to the instructor.

Class time: 80% lecture, 20% discussion

Workload: 10 pages of reading per week, 2 exams, 1 class presentation

Grade: 30% mid-quarter exam(s), 50% final exam, 10% in-class presentations, 10% problem solving

MATH 5458 METHODS OF APPLIED MATHEMATICS

(Last taught: W94) prereq 5457, 4 cr

Instructor: MIRACLE C

General Ed Req: none

The course covers matrices, determinants, eigenvalues, solution of system of differential equations, and vector analysis as found in Part III and Part IV of the text. Text: O'Neil, "Advanced Engineering Mathematics" 3rd edition.

Class time: 100% lecture

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

MATH 5464 THE MATHEMATICS OF INDUSTRIAL PROBLEMS

(Last taught: W94) prereq 5463, #, 4 cr

Instructor: LITTMAN W

General Ed Req: none

Problems originating in industry (Kodak, Ford, G.M., IBM, Xerox, etc) presented at the Industrial Problems Seminar of the Institute for Mathematics and its Applications are attacked. The necessary tools from ordinary and partial differential equations, and their computational aspects, the calculus of variations, etc. are developed. A SUN computer is available to students, who will obtain numerical and graphical descriptions of solutions, and interpret these. Three dimensional graphics will be obtained. Theoretical aspects will also be discussed. Examples of problems: crystal precipitation, air quality modeling, color negative film, catalytic converters, photocopying, etc. One of the aims of this course is to exhibit the relationship between theory and applications. In the words of one computer science major: "This is the first math course I've taken where there was a close relationship to my own interests." Another objective of the course is to have students of diverse (academic) backgrounds learn from each other. At present we have students from Math, Computer Science, Chemical Engineering, Physics, both graduate and undergraduates. They all claim to have learned a lot, much from each other.

Class time: 80% lecture, 20% computer lab (optional)

Workload: 10 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 70% problem solving

Exam format: proofs, problems

MATH 5474 ANALYSIS OF NUMERICAL METHODS

(Last taught: W94) prereq 5473, 4 cr

Instructor: GREMAUD P

General Ed Req: none

This course is intended to be an introduction to modern approximation techniques. The emphasis will be on the development and use of various algorithms rather than on their precise mathematical analysis. As often as possible "real life" problems will be considered. Elementary FORTRAN (or C) programming experience is an asset (you should be able and will be asked to "translate" given algorithms into programs). Text: "Numerical Analysis", R. L. Burden & J. D. Faires, PWS-Kent Publishing Company, Boston.

Workload: 2 exams, weekly homework

MATH 5479 APPLIED NUMERICAL ANALYSIS OF PARTIAL DIFFERENTIAL EQUATIONS

(Last taught: S93) prereq 5478, 4 cr

Instructor: COCKBURN B

General Ed Req: none

Analysis of finite element, finite volume and finite difference methods for numerically solving convection dominated flows.

Class time: 100% lecture

Workload: 2 exams, 1 paper, 4 problems per week homework

Grade: 21% mid-quarter exam(s), 27% final exam, 47% written reports/papers

Exam format: several questions (approx 30) with short questions

MATH 5573 ELEMENTARY PARTIAL DIFFERENTIAL EQUATIONS

(Last taught: S93) §5568; prereq 5572, 4 cr

Instructor: REJTO P

General Ed Req: none

COURSE OUTLINE WILL BE AVAILABLE DURING THE FIRST WEEK OF CLASSES.

Class time: 100% lecture

Workload: 20 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: CLOSED BOOK, TRADITIONAL

MATH 5607 ADVANCED CALCULUS: A RIGOROUS APPROACH

(Last taught: W94) §5613; prereq 5606, 4 cr

Instructor: BRAUER G

General Ed Req: none

The text is "Real Analysis and Foundations". We will cover chapters 6 to 10 if possible. The topics are limits continuity of functions, derivatives, sequence and series of functions, and if time permits, special functions.

Class time: 75% lecture, 25% discussion

Workload: 8 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 50% final exam, 10% problem solving

Exam format: numerical problems; definitions

MATH 5679 PROBABILITY

(Last taught: S93) §5681, Stat 5131; prereq 3252 or equiv, 4 cr

Instructor: FUHRKEN E G

General Ed Req: none

A one-quarter course in probability, not recommended for those going on into probability or statistics. The course covers (with a few omissions) chapter 1 through chapter 7 of the text by Hoel-Port-Stone "Introduction to Probability Theory". The course starts "from scratch", making use of single and multi-variable calculus. After a short discussion of various ideas of probability the course will settle on their common mathematical core: probability spaces, expectation, conditional probability, probability distributions and densities, repeated trials and independence. For the more ambitious there will be opportunity to pursue independently some topics as a "project". Mathemat-

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

ics majors cannot get credit for more than one of the following three courses: Math 5679, Math 5681, Stat 5131.

Class time: 100% lecture

Workload: 3 exams, problems assigned from the text

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problems similar to homework

MATH 5702 GRAPH THEORY AND OPTIMIZATION

(Last taught: W94) prereq 3251 or equiv...3XXX linear algebra rec, 4 cr

Instructor: FRISTEDT B !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Basic concepts in graph theory. Connectedness, Hamiltonian and Eulerian paths, trees, coloring, and matchings. Topics in optimizations: networks, flows, spanning trees, and graph algorithms. Text: "Introduction to Graph Theory" by Robin J. Wilson. At certain places course content and lectures will go beyond textbook.

Workload: 20 pages of reading per week, 3 exams, 8 papers, about 12 hours/week counting class

Exam format: problem-solving, proofs, both requiring good writing

MECHANICAL ENGINEERING

ME 3301 THERMODYNAMICS

(Last taught: S93) prereq IT or ForP stu, Chem 1014 or Chem 1052 or Phys 1252, Math 3261 or equiv, 4 cr

Instructor: GIRSHICK S

General Ed Req: none

See course description in IT student bulletin. The following is one section of 3301 syllabus, fall 1992. The material covered in this course corresponds to the first seven chapters of the text by Moran and Shapiro. Thermodynamics can be considered as the science of energy conversion. It is concerned with the rules which govern what happens when a system changes from one equilibrium state to another, in the process exchanging energy with its environment. The class will lay a strong foundation for your understanding of thermodynamics by considering the major tools needed to apply these rules. These tools are: a systematic conceptual framework and problems-solving methodology, the concept of energy and the First Law of Thermodynamics, the concept of entropy and the Second Law of Thermodynamics, an understanding of some relevant physical properties of matter. It is difficult to think of a technology which does not involve thermodynamics, because almost all technologies involve energy conversion. Thus your knowledge of thermodynamics will be a fundamental skill in your repertoire as a practicing engineer. Hopefully, you will use it to make people's lives better or to help solve some problems facing the world as it moves into 21st cent.

Class time: 80% lecture, 20% recitation

Workload: 25 pages of reading per week, 10 exams, weekly homework assignments

Grade: 20% mid-quarter exam(s), 40% final exam, 40% quizzes

Exam format: problem solving

ME 3301 THERMODYNAMICS

(Last taught: W94) prereq IT or ForP stu, Chem 1014 or Chem 1052 or Phys 1252, Math 3261 or equiv, 4 cr

Instructor: IBELE W !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The principles of thermodynamics govern and elucidate all energy transformations. Though few in number they are cast in a general and powerful form in order to have the widest range of application. The course attempts to build a firm understanding of the basic principles, directed experiences in selecting the systems to which the principles are applied, and a rigorous, systematic methodology for solving problems. This includes the concept of energy in its various forms, the first law of thermodynamics (conservation of energy), the concept of entropy and the second law of thermodynamics, and the behavior of systems due to energy transfers. Because energy transfers and conversions are inherent to almost all facets of a technological society, knowledge of thermodynamics and the ability to apply its principles are essential for the professional practice of engineering. As the world's rising population encounters environmental limits, thermodynamics and its principles will be among the areas of knowledge

essential in resolving a problem of growing urgency.

Class time: 60% lecture, 20% discussion, 20% problem/project work

Workload: 30 pages of reading per week, weekly homework, 3 quizzes, 7 group projects; minimum effort 2 hrs for each class hour

Grade: 45% final exam, 40% quizzes, 15% homework and project work

Exam format: problem solving, occasionally discussion question

ME 3301 THERMODYNAMICS

(Last taught: W94) prereq IT or ForP stu, Chem 1014 or Chem 1052 or Phys 1252, Math 3261 or equiv, 4 cr

Instructor: SCOTT C

General Ed Req: none

Energy propels society. The matchless economic and technological advances of the civilized world are traceable directly to an increasing amount of energy available to perform the tasks previously performed through human muscular effort. The availability of goods and services, and industrial productivity in general, are directly related to per capita energy consumption. Thermodynamics is the study of energy and its transformation. This statement may seem rather aspiring, because it could be interpreted to mean that thermodynamics is the one science that is most strongly related to societal needs because of our increasing consumption of energy to produce goods and services. There are many different types of energy: the frictional work of a block sliding on a plane, electric energy, magnetic energy, nuclear energy, the energy stored in a quantum of light, the chemical energy of a petroleum fuel, and others. All these types of energy can fall in the province of thermodynamic analysis and we shall examine a variety of applications as the subject develops. As we shall see later, the laws of thermodynamics limit the amount of energy which is available to us for performing useful work.

Class time: 80% lecture, 20% laboratory

Workload: 25 pages of reading per week, 5 exams, 2 homework problems/class day

Grade: 90% quizzes, 10% problem solving

Exam format: 4 physics-type problems, open book in 50 minutes

ME 3301H THERMODYNAMICS

(Last taught: W94) §3301; prereq Chem 1014 or Phys 1281, Math 3221 or equiv, IT upper div honors stu, 4 cr

Instructor: STAFF

General Ed Req: none

The principles of thermodynamics govern and elucidate all energy transformations. Though few in number they are cast in a general and powerful form in order to have the widest range of application. The course attempts to build a firm understanding of the basic principles, directed experiences in selecting the systems to which the principles are applied, and a rigorous, systematic methodology for solving problems. This includes the concept of energy in its various forms, the first law of thermodynamics (conservation of energy), the concept of entropy and the second law of thermodynamics, and the behavior of systems due to energy transfers. Because energy transfers and conversions are inherent to almost all facets of a technological society, knowledge of thermodynamics and the ability to apply its principles are essential for the professional practice of engineering. As the world's rising population encounters environmental limits, thermodynamics and its principles will be among the areas of knowledge essential in resolving a problem of growing urgency.

Class time: 60% lecture, 40% 20% recitation, 40% problem/project work

Workload: 30 pages of reading per week, weekly homework assignments, 3 quizzes, 7 group projects; minimum effort 2 hr/class hour

Grade: 45% final exam, 40% quizzes, 15% homework and project work

Exam format: problem solving, occasionally discussion question

ME 3303 APPLIED THERMODYNAMICS

(Last taught: W94) §3305; prereq 3301 or equiv, upper division mech engr or aerospace engr maj, 4 cr

Instructor: GIRSHICK S

General Ed Req: none

Two major topics are covered. The first half of the course covers the application of thermodynamic principles studied in ME 3301 to practical systems such as electric power plants, internal combustion engines, aircraft propulsion, and refrigerators. The latter half of the course focuses on the thermodynamics of gas mixtures, with and

without chemical reactions, including applications such as air conditioning and combustion.

Class time: 80% lecture, 20% recitation

Workload: 30 pages of reading per week, 2 exams, weekly homework; weekly short quizzes

Grade: 20% mid-quarter exam(s), 40% final exam, 40% quizzes

Exam format: problem solving

ME 3303 APPLIED THERMODYNAMICS

(Last taught: F93) §3305; prereq 3301 or equiv, upper division mech engr or aerospace engr maj, 4 cr

Instructor: IBELE W !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The early material expands the thermodynamic domain to include mixtures, phase change psychrometrics, chemical reactions and thermodynamic equilibrium. Selected closed and open systems are analyzed from a First Law (energy) and Second Law (entropy) viewpoint. Some of the power systems subject to thermodynamic analysis include gas cycles (internal and external combustion) and vapor power cycles including the various modifications introduced in order to improve performance from both thermodynamic and practice standpoints. Reversed cycles are considered, illustrating the strategy by which end result (which require the investment of work) can be achieved by means of a multiplier effect minimizing the work requirements. Systems considered include vapor compression refrigeration cycles, heat pump cycles and absorption cooling. In both forward (power) and reverse (cooling/heating) cycles the modeling aspect of thermodynamic analysis is introduced and pursued.

Class time: 60% lecture, 40% 20% recitation, 20% problem/project work

Workload: 30 pages of reading per week, weekly homework, 3 quizzes, 7 group projects; minimum effort 2 hrs for each class hour

Grade: 45% final exam, 40% quizzes, 15% homework and project work

Exam format: problem solving, occasional discussion question

ME 3303 APPLIED THERMODYNAMICS

(Last taught: W94) §3305; prereq 3301 or equiv, upper division mech engr or aerospace engr maj, 4 cr

Instructor: SIMON T

General Ed Req: none

This is the second of two courses in classical thermodynamics which apply your math, fluids and physics experiences to engineering analyses of thermodynamic (mostly propulsion, power generation and environmental control) systems. This course, applied thermodynamics, will take more of a "systems" point of view than the first course of thermodynamics, relying on the foundation established in the first course. Follow-on, elective courses include internal combustion engines, vapor cycle power systems, turbomachinery, combustion, rocket propulsion and gas turbines. Text: "Thermodynamics" 5th edition, by K. Wark.

Class time: 50% lecture, 40% discussion, 10% recitation

Workload: 30 pages of reading per week, 9 exams, 1 final exam - 2 hrs and 1 homework assignment each week containing about 6 problems each

Grade: 60% mid-quarter exam(s), 25% final exam, 15% problem solving

Exam format: problem solving

ME 3303H APPLIED THERMODYNAMICS

(Last taught: W94) §3303; prereq ME upper div honors stu, 4 cr

Instructor: GIRSHICK S

General Ed Req: none

Two major topics are covered. The first half of the course covers the

application of thermodynamic principles studied in ME 3301 to practical systems such as electric power plants, internal combustion engines, aircraft propulsion, and refrigerators. The latter half of the course focuses on the thermodynamics of gas mixtures, with and without chemical reactions, including applications such as air conditioning and combustion.

Class time: 80% lecture, 20% recitation

Workload: 30 pages of reading per week, 2 exams, weekly homework; weekly short quizzes

Grade: 20% mid-quarter exam(s), 40% final exam, 40% quizzes

Exam format: problem solving

ME 3702 BASIC MEASUREMENTS LABORATORY II

(Last taught: W94) prereq 3701, upper division mech engr maj, 2 cr

Instructor: PUI D

General Ed Req: none

This course will emphasize the concepts which include treatment of experimental data and their uncertainties, analysis and study of experimental systems via the computer, fundamental principles of measurement, and selection and calibration of transducers. Specific experiments include air velocity measurement, strain gages, compressible flow, viscosities of gases and liquids, filtering and digital sampling, proportional control of a thermal system. The lab manual, reference book, and laboratory equipment are your main resources. You are urged to read the manual and relevant reference material before doing an experiment. Being well prepared in advance will permit you to think about the results as you do the experiment and will greatly facilitate the data analysis. You will also be encouraged to develop skills of report writing and careful experimental technique. The laboratory is conducted in the open laboratory format: there are teaching assistants on duty 40 hours per week in the open lab. Lectures will be given on most of the course topics, but due to the nature of the scheduling, you may do experiments or encounter concepts before they are discussed in lecture.

Class time: 30% lecture, 50% laboratory, 20% grading sessions for informal labs

Workload: 10 pages of reading per week, 1 exam, 1 paper, 6 grading sessions for informal labs

Grade: 38% final exam, 26% written reports/papers, 36% grades for informal labs

Exam format: problem solving, multiple choice, true/false, essay, etc.

ME 3702H BASIC MEASUREMENTS LABORATORY II

(Last taught: W94) §3702; prereq 3701, ME upper div honors stu, 2 cr

Instructor: PUI D

General Ed Req: none

This course will emphasize the concepts which include treatment of experimental data and their uncertainties, analysis and study of experimental systems via the computer, fundamental principles of measurement, and selection and calibration of transducers. Specific experiments include air velocity measurement, strain gages, compressible flow, viscosities of gases and liquids, filtering and digital sampling, proportional control of a thermal system. The lab manual, reference book, and laboratory equipment are your main resources. You are urged to read the manual and relevant reference material before doing an experiment. Being well prepared in advance will permit you to think about the results as you do the experiment and will greatly facilitate the data analysis. You will also be encouraged to develop skills of report writing and careful experimental technique. The laboratory is conducted in the open laboratory format: there are teaching assistants on duty 40 hours per week in the open lab. Lectures will be given on most of the course topics, but due to the nature of the

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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scheduling, you may do experiments or encounter concepts before they are discussed in lecture.

Class time: 30% lecture, 50% laboratory, 20% grading sessions for informal labs

Workload: 10 pages of reading per week, 1 exam, 1 paper, 6 grading sessions informal labs, special design experiment with reduced informal writeups

Grade: 38% final exam, 26% written reports/papers, 36% grades for informal labs

Exam format: problem solving, multiple choice, true/false, essay, etc.

ME 3900 INTRODUCTION TO ENGINEERING STATISTICS

(Last taught: W94) prereq IT stu, Math 1261 or equiv, 4 cr

Instructor: ARORA S

General Ed Req: none

It is an introductory course on the subjects of probability and statistics designed for a starting engineering student. The course stresses on the understanding of fundamentals. It covers a lot of applications. The probability part of the course covers basic laws of probability, important discrete and continuous univariate and multi-variate distribution. The statistics part stresses the inferential part of statistics. It covers topics of estimation and testing of hypotheses. A lot of problems are covered which illustrate the relevancy of statistics to a wide range of fields.

Workload: 40 pages of reading per week, 3 exams, 10 problems/week homework

Exam format: problems

ME 5254 DESIGN MORPHOLOGY WITH APPLICATIONS

(Last taught: F93) prereq completion of sequences 3201/3203/3205, 3303/5342 or #, upper div mech engr maj, 4 cr

Instructor: MANTELL S

General Ed Req: none

This senior level course focuses on solving design problems in mechanical engineering. Various design projects are proposed and sponsored by faculty and local industry. These projects typically combine various aspects of manufacturing engineering, industrial engineering, thermal/fluid systems, and particle technologies. Students select a project and are assigned to a project team. Class lecture meetings consist of 1) a set of lectures on various aspects of design (the design process, reliability, safety, ethics, aesthetics, brainstorming sessions, oral presentations) and 2) project team meetings. The emphasis in the course is on open ended design, in which there is no unique path to solving a particular design problem.

Class time: 10% lecture, 90% design team meetings

Workload: 1 paper, 2 oral presentations

Grade: 30% written reports/papers, 40% in-class presentations, 30% project advisor evaluation

ME 5255 ENGINEERING DESIGN PROJECT

(Last taught: F93) prereq 5254, upper division mech engr maj, 4 cr

Instructor: MANTELL S

General Ed Req: none

This senior level course focuses on solving design problems in mechanical engineering. Various design projects are proposed and sponsored by faculty and local industry. These projects typically combine various aspects of manufacturing engineering, industrial engineering, thermal/fluid systems, and particle technologies. Students select a project and are assigned to a project team. Class lecture meetings consist of 1) a set of lectures on various aspects of design (the design process, reliability, safety, ethics, aesthetics, brainstorming sessions, oral presentations) and 2) project team meetings. The emphasis in the course is on open ended design, in which there is no unique path to solving a particular design problem.

Class time: 10% lecture, 90% design team meetings

Workload: 1 paper, 2 oral presentations

Grade: 30% written reports/papers, 40% in-class presentations, 30% project advisor evaluation

ME 5271 ROBOTICS

(Last taught: W94) 2 cr lab option; prereq IT or grad stu, 5283 or equiv, 3-5 cr

Instructor: DONATH M

General Ed Req: none

Introduction; Manipulator kinematic configurations and the robot work space; manipulator specifications and criteria for selection; manipulator kinematics; task primitives and programming, computational aspects; determining path trajectories; static forces and their control; manipulator dynamics; manipulator control; manipulator peripherals; sensor integration; problems and future solutions. Text: Phillip J. McKerrow, "Introduction to Robotics" 1991.

Class time: 95% lecture, 5% discussion

Workload: assignments and projects are time consuming

Grade: 100% 3 credits: quiz 50%, miniproject 50%; or 5 credits: quiz 30%, project 70%

Exam format: quantitative analysis that demonstrates intuitive understanding of material

ME 5285 CONTROL SYSTEMS LABORATORY

(Last taught: F93) prereq 5283 or equiv, IT or grad IT maj, 2 cr

Instructor: DONATH M

General Ed Req: none

Experiments designed to illustrate and apply control theory to mechanical engineering systems. Measurement techniques, calibration, timing of controls, characterization of sensors and control circuits. In the past, students have worked on 2 control experiments; one in motion control and another in process control. Emphasis on all aspects involved in real-life control design and implementation including: dynamic modeling, controller design, analysis and simulation, hardware implementation and circuit analysis, sensor calibration, and data acquisition and processing.

Class time: 80% lecture, 20% demos, tours

Workload: 1 exam, groups of 2-4 students work together and prepare 2 technical reports

Grade: 40% final exam, 60% written reports/papers

Exam format: lab specific questions including engineering "word problems"

ME 5330 HEAT TRANSFER LABORATORY

(Last taught: F93) prereq 5342, ME upper div, 2 cr

Instructor: PFENDER E

General Ed Req: none

The senior heat transfer lab is a 2-credit course that gives you the opportunity to experience some of the heat transfer and flow phenomena that you discussed in ME5342. It meets for one lecture hour and for a 3-hour lab each week. Typically the labs have three to five persons each. Objectives: To experience heat transfer and develop a feel for the physics of the processes. To become acquainted with modern experimental instruments and techniques. To enjoy working with hardware.

Class time: 25% lecture, 75% laboratory

Workload: lab reports - a total of about 50 hours outside class/lab

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

ME 5330 HEAT TRANSFER LABORATORY

(Last taught: W94) prereq 5342, ME upper div, 2 cr

Instructor: STRYKOWSKI P

General Ed Req: none

The senior heat transfer lab is a 2-credit course that gives you the opportunity to experience some of the heat transfer and flow phenomena that you discussed in ME5342. It meets for one lecture hour and for a 3-hour lab each week. Typically the labs have three to five persons each. Objectives: To experience heat transfer and develop a feel for the physics of the processes. To become acquainted with modern experimental instruments and techniques. To enjoy working with hardware.

Class time: 25% lecture, 75% laboratory

Workload: lab reports - a total of about 50 hours outside class/lab

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

ME 5342 HEAT TRANSFER

(Last taught: W94) prereq IT upper div or grad or ForP stu, 3301, CE 3400 or AEM 3200, 4 cr

Instructor: SCOTT C J

General Ed Req: none

Heat transfer is that science which seeks to predict the energy transfer which may take place between material bodies as a result of a temperature difference. Thermodynamics teaches that this energy transfer is defined as heat. The science of heat transfer seeks not

merely to explain how heat energy may be transferred, but also to predict the rate at which the exchange will take place under certain specified conditions. The fact that a heat-transfer rate is the desired objective of an analysis points out the difference between heat transfer and thermodynamics. Thermodynamics deals with systems in equilibrium; it may be used to predict the amount of energy required to change a system from one equilibrium state to another, it may not be used to predict how fast a change will take place since the system is not in equilibrium during the process. Heat transfer supplements the first and second principles of thermodynamics by providing additional experimental rules which may be used to establish energy-transfer rates. As in the science of thermodynamics, the experimental rules used as a basis of the subject of heat transfer are rather simple and easily expanded to encompass a variety of practical situations.

Class time: 80% lecture, 20% laboratory

Workload: 25 pages of reading per week, 5 exams, 2 homework problems per class day

Grade: 90% quizzes, 10% problem solving

Exam format: 4 physics-type problems, open book in 50 minutes

ME 5342 HEAT TRANSFER

(Last taught: W94) prereq IT upper div or grad or ForP stu, 3301, CE 3400 or AEM 3200, 4 cr

Instructor: STAFF

General Ed Req: none

This course is the first in the various forms of heat transfer including conduction, convection, radiation and phase change. Thermal interactions are a part of almost every real process in industrial or research environments. The purpose of this course is to introduce, as well as emphasize the breadth and usefulness of heat transfer analysis to engineers. The fundamentals and principles involved in the determination of the various forms of heat transfer will be presented and discussed. The topics covered will include: steady and unsteady conduction of heat; convection heat transfer in boundary layer and duct flows; forced and free convection; condensation and boiling; heat exchangers; thermal radiation heat transfer; and radiative properties of black bodies and real surfaces. The student will be given useful examples and problems to practice the application of heat transfer principles, such that an operating knowledge of the fundamentals of heat transfer will be developed by the end of the class.

Class time: 80% lecture, 20% discussion

Workload: 25 pages of reading per week, 3 exams

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: thermal analysis problems

ME 5342H HEAT TRANSFER

(Last taught: F93) §5342; prereq 3301, CE 3400 or AEM 3200, ME upper div honors stu, 4 cr

Instructor: STAFF

General Ed Req: none

Steady and unsteady conduction of heat. Convection heat transfer in boundary layer and duct flows; forced and free convection; condensation and boiling; heat exchangers. Heat transfer by thermal radiation; radiative properties of black bodies and real surfaces. Text: "Introduction to Heat Transfer" 2nd edition, Incropera. Topics: 1) analysis and design techniques involving steady state conduction heat transfer; 2) transient conduction heat transfer including numerical methods; 3) forced convection heat transfer or combines conduction/convection heat transfer; 4) free convection of mixed forced and free convection heat transfer; 5) heat exchanger design and analysis; 6) radiation heat transfer or mixed radiation/conduction heat transfer; 7) exams and final exam review; 8) problem and review sessions.

Class time: 75% lecture, 25% discussion

Workload: 25 pages of reading per week, 3 exams

Grade: 30% mid-quarter exam(s), 40% final exam, 10% quizzes, 10% class participation, 10% problem solving

Exam format: thermal analysis problems

ME 5343 INTRODUCTION TO THERMAL DESIGN

(Last taught: F93) prereq 5342, 5254 or equiv, upper division IT stu or grad, 4 cr

Instructor: BAR-COHEN A

General Ed Req: none

Elements of thermal design. Development of design philosophy and governing relations for thermal configurations, including barriers and enclosures, longitudinal, radial and pin-fins, longitudinal fin arrays. Case studies from diverse thermal application areas, e.g., furnaces and ovens, HVAC systems, solar energy utilization, and electronic equipment. Goals: This course introduces the student to the tools and components of thermal design and provides a directed experience in thermal modeling of diverse elements. Topics: 1) thermal design morphology; 2) design of thermal enclosures for steady-state and transient behavior; 3) design of thermal sensors; 4) design and optimization of convective fins; 5) design of radiative fins; 6) augmentation of single and two-phase thermal transport; 7) tests and reviews.

Class time: 25% lecture, 50% discussion, 25% laboratory

Workload: 10 pages of reading per week, 2 exams, 6 case studies

Grade: 20% mid-quarter exam(s), 20% final exam, 10% class participation, 50% problem solving

Exam format: open book, engineering analysis and design

ME 5345 HEAT TRANSFER IN ELECTRONIC EQUIPMENT

(Last taught: W94) prereq IT or grad stu, 5342, 4 cr

Instructor: BAR-COHEN A

General Ed Req: none

Thermal management technology and thermal analysis techniques have played central roles in the development of modern electronic and microelectronic products. These products, characterized by their miniaturization and high reliability, owe much to the incorporation of low-resistance thermal paths within the packaging structures. This course deals with the development and application of analytical models of thermal phenomena in such electronic equipment. The thermal characteristics and thermal failure modes of electronic components, and reliability prediction techniques will be reviewed. Attention will then be turned to specific thermal packaging configurations, including: conductive cooling of single chip packages and multichip modules, conduction in printed circuit boards, natural and forced convective cooling of populated printed circuit boards, design and optimization of heat sinks and printed circuit board arrays, coolant selection, and direct liquid cooling of immersed components. Extensive instructional use will be made of "case-studies" from the electronic industry. Participating students will be expected to work in teams to complete "case-study" assignments and to make use of thermal CAD tools provided in the course.

Class time: 50% lecture, 40% discussion, 10% laboratory

Workload: 25 pages of reading per week, 2 exams, 3 engineering case studies

Grade: 15% mid-quarter exam(s), 15% final exam, 50% special projects, 10% in-class presentations, 10% problem solving

Exam format: solving design problems

ME 5346 INTERMEDIATE HEAT TRANSFER

(Last taught: S93) prereq 5342, upper div IT or grad stu, 4 cr

Instructor: SPARROW E

General Ed Req: none

Engineering is dynamic, challenging, exciting, and full of satisfaction.

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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This course is aimed at being all of these. It models the real world of engineering. Problem solving in the real world is different from problem solving in typical university classes. Typically, the student has to solve a large number of homework problems for which all the necessary information is available. On the other hand, in the real world, it is a virtual certainty that the knowledge needed for solving a problem will not be available. The creative part of engineering is the art and science of coping with incomplete knowledge bases. The essence of this course is to learn how to cope with such knowledge bases. The course is taught by using the case method, whereby engineering problems encountered in practice are used as focal points. Predistributed notes are available, so that there is very little note taking in class. The exams are all take-homes with a week being allowed for each exam to be solved. Heat transfer is used as the vehicle to teach and learn how to deal with incomplete knowledge bases, but the coping skills learned in the course are generally applicable. The course prerequisite is the basic undergraduate course in heat transfer. **Class time:** 100% lecture

Workload: 2 exams

Grade: 40% mid-quarter exam(s), 45% final exam, 15% problem solving

Exam format: take home

ME 5351 COMPUTATIONAL HEAT TRANSFER

(Last taught: F93) prereq 5342, IT stu or grad, 4 cr

Instructor: PATANKAR S !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The course deals with numerical solution of heat conduction and duct flow heat transfer. After the introduction of the basic solution method, a general computer program is presented. The main activity in the course consists of the adaptation of the program to solve a large variety of problems. The students are required to choose two independent problems and solve them by using the computer program. These projects can involve design optimization. The course emphasizes physical understanding rather than mathematical manipulation. Text: S.V. Patankar "Computation of Conduction and Duct Flow Heat Transfer" Innovative Research 1991.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 2 projects; home assignments 1/week

Grade: 20% mid-quarter exam(s), 40% final exam, 25% special projects, 15% problem solving

Exam format: The students are required to write parts of a computer program to solve the given physical problem(s).

ME 5462 GAS TURBINES

(Last taught: W94) prereq 3301, IT stu or grad, 4 cr

Instructor: MURPHY T

General Ed Req: none

See IT bulletin for course description. Text - "Fundamentals of Gas Turbines" by Bathie.

Class time: 100% lecture

Workload: 30 pages of reading per week, 3 exams

Grade: 50% final exam, 50% quizzes

Exam format: problems to solve

ME 5603 THERMAL ENVIRONMENTAL ENGINEERING

(Last taught: F93) prereq 3303, 5342 or equiv, IT stu or grad, 4 cr

Instructor: KUEHN T

General Ed Req: none

The purpose of this course is to discuss the engineering design guidelines and physical principles associated with the heating, ventilation, air conditioning and solar energy industries. Topics include psychrometrics, solar radiation, human thermal comfort, heat transfer through buildings and estimates of fuel required for space heating. The methodology follows recommended practice as described by the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) and applicable building codes.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, weekly homework assignments

Grade: 40% mid-quarter exam(s), 35% final exam, 25% problem solving

Exam format: solution of engineering problems

ME 5605 REFRIGERATION AND AIR CONDITIONING SYSTEMS

(Last taught: W94) prereq 3303, IT stu or grad, 4 cr

Instructor: KUEHN T

General Ed Req: none

The purpose of this course is to become familiar with the basic equipment used in the heating, ventilating, air conditioning and refrigeration (HVAC&R) industry. Topics include vapor compression and absorption refrigeration systems, heat exchangers, fans and duct sizing, pumps and pipe siting, and air motion in rooms for adequate ventilation and acceptable indoor air quality.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, 6 homework problems per week

Grade: 35% mid-quarter exam(s), 40% final exam, 25% problem solving

Exam format: problem solving

ME 5609 AIR POLLUTION

(Last taught: F93) prereq IT upper div or grad stu, 4 cr

Instructor: MCMURRY P

General Ed Req: none

This course along with PubH 5181 are team taught with common lectures by Professors McMurry and Swackhamer. Students are assigned different homework, however, and different exams. The courses address the physical and chemical behavior of air pollutants. Topics that are covered include introductory material, gas phase chemistry (including photochemistry and free radical chain reactions), toxic air pollutants, atmospheric aerosols, visibility, source-receptor relationships, meteorology, and special topics on air pollution effects including forest decline, risk assessment, ozone health effects, global warming, stratospheric ozone depletion, etc. A highlight of the course is the poster session held at the end of the quarter where students present the results of their term paper research to the class, and are asked to select the best poster.

Class time: 80% lecture, 20% discussion

Workload: 25 pages of reading per week, 3 exams, 1 paper, weekly homework assignments

Grade: 60% mid-quarter exam(s), 15% written reports/papers, 15% problem solving, 10% poster presentation

Exam format: problems, essay

ME 5610 AIR POLLUTION CONTROL

(Last taught: W94) prereq IT or grad stu, 3303, 4 cr

Instructor: MCMURRY P

General Ed Req: none

This course deals with control technologies for gaseous and particulate pollutants. The course is team-taught by Professors Marple (particulate control devices) and McMurry (gaseous control devices). Particulate control is begun with a discussion of elementary particle mechanics (sedimentation, aerodynamic drag, etc.). These concepts are then applied to the performance of sedimentation chambers, cyclones, demisters, particle scrubbers, baghouses, and electrostatic precipitators. Gaseous emissions controls that are covered include adsorbers, scrubbers, and combustion modification. The text by Cooper and Alley (Air Pollution Control: A Design Approach) is used.

Class time: 80% lecture, 15% discussion, 5% field trip

Workload: 20 pages of reading per week, 3 exams, weekly homework

Grade: 40% mid-quarter exam(s), 40% final exam, 5% written reports/papers, 15% problem solving

ME 5630 THERMAL ENVIRONMENTAL ENGINEERING SENIOR LABORATORY

(Last taught: W94) prereq 3701, 3702, 5603; formerly 5703-4-5, Lab sections E-1, E-2, 2 cr

Instructor(s): KUEHN T, RAMSEY J

General Ed Req: none

The purpose of this course is to allow students to operate various pieces of equipment used in the heating, refrigerating and solar energy industries and to take the data necessary to evaluate the performance of this equipment. Students operate a forced air ventilating system that contains a variable speed fan, heat exchanger, and air conditioning cooling coil. A walk-in cooler refrigeration system and a liquid heating flat plate solar collector system are also studied. Students are expected to develop report writing skills by writing their laboratory results using a technical report format.

Class time: 30% lecture, 70% laboratory

Workload: one formal report and four informal reports
Grade: 85% written reports/papers, 5% quizzes, 10% class participation
Exam format: no exams; only 1-2 short quizzes

MEDIEVAL STUDIES

MEST 3610 TOPICS IN MEDIEVAL STUDIES

(Last taught: W94) no prereq, 4 cr

Instructor: STEYAERT J

General Ed Req: none

The course surveys major representative works of medieval architecture, sculpture and painting in Europe from early Christian through Gothic (300-1400 A.D.). The material is presented in lectures illustrated by slides, supplemented by a study of originals in the Minneapolis Institute of Art. Textbook: H. W. Janson, "History of Art". Lectures emphasize: 1) analysis of important works in terms of salient characteristics of subject and style; 2) a discussion of their place in historical development conditioned by changing social function and attitude.

Class time: 100% lecture

Workload: 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: slide identification and discussion of works of art, essay

MEST 5610 TOPICS IN MEDIEVAL STUDIES

(Last taught: W94) prereq 1 yr work in some area of Middle Ages, reading knowledge of appropriate language, 4 cr

Instructor: GRIMSTAD K

General Ed Req: none

Scandinavian myths/tales based on the Poetic Edda and Prose Edda. The aim of the course is to set these tales into their historical context and to examine the narrative structure of the tales. The course does not deal with Scandinavian mythology as a pre-Christian religious system.

Class time: 50% lecture, 50% discussion

Workload: 175 pages of reading per week, 2 papers, oral class reports on articles read

Grade: 100% written reports/papers

Exam format: no exams

MEST 5610 TOPICS IN MEDIEVAL STUDIES

(Last taught: F92) prereq 1 yr work in some area of Middle Ages, reading knowledge of appropriate language, 4 cr

Instructor: HANAWALT B

General Ed Req: none

The course will investigate literature and society in Fourteenth Century England. The course will be a seminar-style course in which students will discuss the selected historical and literary texts. The students will be expected to participate in the discussions and to write a term paper. Relevant authors for the course are Chaucer, Langland, and other late medieval English writers. The course is team taught: Professor David Wallace of English and Professor Barbara Hanawalt of History. It has three numbers: History, English and Medieval Studies. Enrollment is limited to 15.

Class time: 100% discussion

Workload: 100 pages of reading per week, at least one paper

MEST 5610 TOPICS IN MEDIEVAL STUDIES

(Last taught: W94) prereq 1 yr work in some area of Middle Ages, reading knowledge of appropriate language, 4 cr

Instructor: MACLEISH A

General Ed Req: none

This course offers an opportunity to study the sounds and elementary grammar of the Old English language (700-1100 A.D.). Daily oral translation of short reading selections will illustrate the points of the grammatical lessons. After the first five weeks, longer selections from well-known Old English prose workd will supplement the daily lessons. Text: Moore, Knott, Hulbert. "The Elements of Old English." 10th edition.

Class time: 25% lecture, 75% discussion and translation

Workload: lesson a day, translation from Old English, 3-4 quizzes

Grade: 17% mid-quarter exam(s), 17% final exam, 65% class participation

Exam format: essay

MEST 5610 TOPICS IN MEDIEVAL STUDIES

(Last taught: W94) prereq 1 yr work in some area of Middle Ages, reading knowledge of appropriate language, 4 cr

Instructor: STEYAERT J

General Ed Req: none

An in-depth study of European Gothic sculpture 1150-1400, principally in France, Germany, and the Netherlandish area. Emphasis on the development of style and subject matter in function of a changing world view. Emphasis on individual research. Meetings with instructor on individual basis form an important part of the learning process, as do group visits to study works in the Minneapolis Institute of Arts.

Class time: 70% lecture, 30% individual meetings with instructor

Workload: 1 exam, 1 paper

Grade: 50% final exam, 50% written reports/papers

Exam format: slide identification and discussion, essays

MEST 5610 TOPICS IN MEDIEVAL STUDIES

(Last taught: W94) prereq 1 yr work in some area of Middle Ages, reading knowledge of appropriate language, 4 cr

Instructor: WALLACE D

General Ed Req: none

This course is devoted to Chaucer's "Canterbury Tales," which will be read in Middle English. There is only one required text: Larry D. Benson, ed., "The Riverside Chaucer." Examination will be by a series of tests and quizzes (to help with learning the language) and will culminate in the writing of a long, research-style paper. Some sixty books will be put on reserve at Wilson library to help you develop topics for the long paper. Chaucer's "Canterbury Tales" contains an extraordinarily rich and divergent set of narratives: everything from military epic to bedroom farce; Christian allegory to anti-semitic fable; feminist "autobiography" to neo-humanist tract. Its attempt to bring together representatives from so many and diverse social, political, and gendered backgrounds and move them towards a collective goal is unique in English literature. Such an attempt demands a wide range of critical approaches—historicist, feminist, literary theoretical—and there is ample scope for exploration in adjacent fields, especially art history, music, and contemporary film.

Workload: 2 papers

Grade: 100% written reports/papers

MICROBIOLOGY

MICB 5105 MICROBIOLOGY

(Last taught: F93) §MicB 3103, 5105, VPB 3103; prereq 5001, 5 cr

Instructor: DUNNY G

General Ed Req: none

This course uses lectures, discussions, and laboratories to provide students with an overview of microbiology, focusing on the structure, metabolism, genetics, and ecology of bacteria. Introductory immunol-

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

ogy and pathogenic microbiology are also covered. The text is 'Microbiology' by Prescott, Harley and Klein.

Class time: 30% lecture, 20% discussion, 50% laboratory

Workload: 50 pages of reading per week, 2 exams, 1 paper, 4 take-home quizzes, lab reports

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

Exam format: mixture or objective and essay

MUSIC

MUS 1001 FUNDAMENTALS OF MUSIC

(Last taught: W94) §1003, 1004; prereq non-mus maj, 4 cr

Instructor: BORG R

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

For non-music majors only; Investigation of music notation and fundamental concepts underlying musical structure. Intervals, clefs, chords, scales, cadences, harmonic analysis, rhythm and meter. Emphasis on active participation; playing the piano, singing, clapping rhythms, aural perception.

Class time: 70% lecture, 20% discussion, 10% piano lab

Workload: 40 pages of reading per week, 5 exams, piano lab -average 1 per week

Grade: 25% final exam, 60% quizzes, 15% lab work

Exam format: fill-in and writing of music

MUS 1051 PIANO CLASS FOR NON-MUSIC MAJORS

(Last taught: W94) no prereq, 2 cr

Instructor: STAFF

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Also offered thru Extension. A beginning course for non-music majors with little or no keyboard background. Emphasis on functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in a 16-unit electronic piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: "Pianolab" 2nd edition, by Lindeman. 1051 covers Chapters 1-5, including major 5-finger patterns, 8-note scales, root position triads, and I-IV-V chords.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance (plus some written theory)

MUS 1052 PIANO CLASS FOR NON-MUSIC MAJORS

(Last taught: W94) prereq 1051, 2 cr

Instructor: STAFF

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Continuation of MUS 1051. Students with previous piano background should contact the class piano coordinator for permission to take 1052 without completing 1051. Covers chapters 6-9, including minor scales and triads, 7th chords, 2-hand reading, and melodies beyond 5-finger position.

Class time: 10% lecture, 90% laboratory

Workload: 1/2 to 1 hr daily piano practice

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance, plus some written theory

MUS 1151 PIANO: CLASS LESSONS

(Last taught: F93) prereq mus maj, #, 2 cr

Instructor: STAFF

General Ed Req: none

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: "Piano for the Developing Musician (PDM I)", 2nd edition, by Hilley and Olson. 1151 covers Chapters 1-4.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance

MUS 1152 PIANO: CLASS LESSONS

(Last taught: W94) prereq 1151, 2 cr

Instructor: SAVVAS

General Ed Req: none

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: "Piano for the Developing Musician (PDM 1)", 2nd edition, by Hilley and Olson. 1152 covers Chapters 5-7. Students with previous piano background should contact the music department for information regarding placement or credit by exam.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance

MUS 1153 PIANO: CLASS LESSONS

(Last taught: S93) prereq 1152, 2 cr

Instructor: STAFF

General Ed Req: none

Continuation of MUS 1152. Students with previous piano background should contact the music office for information regarding placement or credit by exam.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance

MUS 1160 VOICE: CLASS LESSONS

(Last taught: W94) no prereq, 2 cr

Instructor: STAFF

General Ed Req: none

Objectives: 1) To help all participants with the basic skills and techniques of vocal production and solo vocal performance. 2) To help each individual gain better self-awareness and understanding. 3) To acquaint all participants with the purpose and goals of artistic singing as a cultural force in a civilized world. Text/Song collection/Audio & Video Casseters: Ware, Clifton. "Voice Adventures" St. Paul, MN:Harmony Publications, 1988. Typical class format: discussion of lesson topic; physical/vocal exercises, including sound-to-motion; study and singing of group and solo songs (from song collection); solo singing and critiquing.

Class time: 10% lecture, 90% exercises (vocal, physical, improvisational), rehearse songs, sing individually, feedback

Workload: 20 pages of reading per week, 2 exams, attend 3 hours of approved vocal music events featuring soloists

Grade: 25% final exam, critiques of concerts attended (3); performance of songs (2) learned

Exam format: multiple choice

MUS 1161 DICTION FOR SINGERS I

(Last taught: F93) prereq pre-mus or mus maj or minor, 1 cr

Instructor: HERZBERG J

General Ed Req: none

This course is designed for Voice Performance Majors. International Phonetic Alphabet is taught. Students learn how to transcribe to and from IPA into Italian, proper pronunciation for lyric diction, and elementary Italian grammar and vocabulary. Special attention is given to translation of song texts, proper articulation of Italian consonants and vowels, double consonants, and the relationship between good Italian diction and Legato singing. Students read and sing in class, critique their peers performances. Teaching methods include lecture, demonstration, written assignments and evaluations, reading and listening assignments, opera videos.

Class time: 25% lecture, 25% discussion, 25% laboratory, 25% in-class written work

Workload: 10 pages of reading per week, 2 exams, 5-10 in-class performances (depending on class/course size)

Grade: 25% mid-quarter exam(s), 25% final exam, 40% in-class presentations, 10% class participation

Exam format: performance in class; transcription to and from International Phonetic Alphabet; listing

MUS 1162 DICTION FOR SINGERS II

(Last taught: W94) prereq 1162, 1 cr

Instructor: HERZBERG J

General Ed Req: none

Five weeks of Italian lyric diction; five weeks of English dictions.

MUS 1440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: STAFF

General Ed Req: none

Restricted to Piano Principles and Piano Minors. Students study duet and/or two-piano repertoire with a partner, receive weekly coaching (one-half hour) with a graduate assistant, and perform in a recital during the last week of classes. If a suitable partner is not available, students may be assigned to accompany a singer or instrumentalist. Contact the faculty coordinator for teacher assignment and lesson times.

Class time: 100% laboratory

Workload: approx. 1 hour a day (total) for individual practice plus rehearsal with partner

Grade: 50% final exam, 50% class participation

Exam format: performance

MUS 1440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: VAN J

General Ed Req: none

Preparation and performance of music for classical guitar in duo, trio and quartet formats (lower division credit). Prerequisite: music major or minor or consent of instructor. Audition required.

Class time: 50% discussion, 50% individual rehearsal (problem solving)

Workload: 1 exam, 1-2 hours per week preparing assigned music for rehearsal

Grade: 50% final exam, 30% class participation, 20% problem solving

Exam format: concert performance

MUS 1480 MARCHING BAND

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: none

The University of Minnesota Marching Band performs at all home football games, at an away game, at a Minnesota Vikings halftime, several indoor concerts, and concerts across the state. All students receive one academic credit for Marching Band. Members do not have to be music majors in order to join; approximately 90% of students in band are not music majors. Part-time and visiting students may also register for Marching Band through Continuing Education and Extension; high school seniors may enroll through the post-secondary options program. The official opening of the Marching Band season is Spat Camp, a 10-day intensive preparation, camp during which students learn marching and music fundamentals. Spat Camp begins September 3; incoming Marching Band freshmen have special orientation dates on September 1 and 2. Everyone who auditions becomes a member of the band. Rehearsals are held Monday through Thursday from 3:45 to 5:30 p.m. as well as Friday evenings and Saturday

mornings before all home games. Members are required to attend all rehearsals, Spat Camp, periodic sectionals, and performances.

MUS 1521 KEYBOARD HARMONY

(Last taught: F93) prereq keyboard maj, #, 2 cr

Instructor: STAFF

General Ed Req: none

A functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and music learning skills. Taught in an electronic piano lab. (advanced non-keyboard majors may substitute one quarter of MUS 1521 for MUS 1151-2-3 with instructor permission) Test: "Harmonization at the piano" 6th edition, by Frackenpohl. 1521 covers chapters 1-4.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance

MUS 1522 KEYBOARD HARMONY

(Last taught: W94) prereq 1521, 2 cr

Instructor: SAVVAS

General Ed Req: none

Continuation of MUS 1521, a functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and music learning skills. Taught in an electronic piano lab. Text: "Harmonization at the piano (6th ed) by Frackenpohl. 1522 covers chapters 5-9 and vocal score reading.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

Exam format: individual keyboard performance

MUS 1523 KEYBOARD HARMONY

(Last taught: S93) prereq 1522, 2 cr

Instructor: SHOCKLEY R

General Ed Req: none

Continuation of MUS 1521.

Class time: 10% lecture, 90% laboratory

Grade: 30% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation

MUS 3029 MUSIC IN THE 20TH CENTURY

(Last taught: F93) prereq non-music maj, 4 cr

Instructor: JACKSON D

General Ed Req: none

The objectives of this course are: 1) to survey the history of European/American music from the 1880s - present, incorporating the established canon and the radical avant garde, high-art and popular music, and the contributions of men and women as composers, performers, and subjects of musical compositions; 2) to encourage the re-examination of aesthetic assumptions by exploring a rich diversity of music from a comparative international perspective and by integrating the influences of non-western music on western composers; 3) to explore the molding of creative identities through contextual biographies of composers, accounting for race, class, and gender; 4) to provide a framework for active involvement in listening, focusing on representative compositions while developing an awareness of concurrent developments in the pictorial arts, dance, and literature. The course

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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is divided into four units: Unit I-first three decades of 20th century, examining the origins of modernism in music (geographically); Unit II-emergence of national identities and aspirations in period between the wars (geographically); Unit III-IV-organized topically, moving through the peak years of post-war modernism and tracing the course of post-modernism.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 3 papers

Grade: 100% written reports/papers

Exam format: take-home essay questions

MUS 3220 CHAMBER WINDS

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: none

The Chamber Winds consists of outstanding wind and percussion players who perform small ensemble literature of all periods. Chamber Winds rehearses several times a week, and performers are selected based upon the instrumentation of works scheduled for the concert.

Class time: 75% full rehearsal, 25% sectionals and some individual attention

Workload: depends on technical and musical proficiency

Grade: 100% class participation

Exam format: no exams, knowledge of musical parts required.

MUS 3410 CONCERT BAND

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Registering for Music 3410/5410 offers three sections to choose from, each of which is a different musical ensemble. Symphonic Wind Ensemble features approximately 40-50 of the finest wind and percussion players on campus. The best wind and percussion literature is performed, and the group gives two or three concerts each quarter. The Symphonic Wind Ensemble tours extensively throughout the state and beyond. Members are selected through a competitive audition that takes place before the beginning of fall quarter. Symphonic Band rehearses twice a week, performing standard repertoire for band along with more contemporary works. The group occasionally tours within the state and gives two or three concerts each quarter. Membership is open to all University students. North Star Band rehearses one night a week during winter and spring quarters. There are no formal auditions other than for chair placement, and the band plays one campus concert per quarter. It is an exceptional opportunity for students who desire a good musical experience but cannot afford more than two hours of rehearsal per week. For more information, call 624-2008.

MUS 3410 CONCERT BAND

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The North Star Band rehearses twice a week for one hour. There are no formal auditions, other than for chair placement, and the band plays one campus concert per quarter. It is an exceptional opportunity for students who desire a good musical experience but cannot afford more than two hours of rehearsal per week.

Class time: 75% full rehearsal, 25% sectionals and some individual attention

Workload: depends on technical and musical proficiency

Grade: 100% class participation

Exam format: no exams. knowledge of musical parts required.

MUS 3440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: STAFF

General Ed Req: none

Restricted to Piano Principles and Piano Minors. Students study duet and/or two-piano repertoire with a partner, receive weekly coaching (one-half hour) with a graduate assistant, and perform in a recital during the last week of classes. If a suitable partner is not available, students may be assigned to accompany a singer or instrumentalist. Contact the faculty coordinator for teacher assignment and lesson times.

Class time: 100% laboratory

Workload: approx. 1 hour a day (total) for individual practice plus rehearsal with partner

Grade: 50% final exam, 50% class participation

Exam format: performance

MUS 3440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: VAN J

General Ed Req: none

Preparation and performance of music for classical guitar in duo, trio and quartet formats (lower division credit). Prerequisite: music major or minor or consent of instructor. Audition required.

Class time: 50% discussion, 50% individual rehearsal (problem solving)

Workload: 1 exam, 1-2 hours per week preparing assigned music for rehearsal

Grade: 50% final exam, 30% class participation, 20% problem solving

Exam format: concert performance

MUS 3532 THEORY V: 20TH CENTURY THEORY

(Last taught: S93) prereq 3531 or 1508, ¶3512, 3 cr

Instructor: CHERLIN M

General Ed Req: none

The course introduces students to 20th century music theory. Our principal text is Joseph Straus, "Introduction to Post-Tonal Theory" (Prentice-Hall). In addition to assignments in the text, we will do a number of short composition exercises based on the readings. The text and lectures will introduce students to a body of theoretical models designed to engage post-tonal and post-triadic music.

Class time: 100% lecture

Workload: 30 pages of reading per week, score study

Grade: 25% final exam, 25% quizzes, 50% problem solving

Exam format: problem solving

MUS 3741 VOCAL REPERTOIRE SURVEY

(Last taught: F93) prereq upper div mus maj or #, 2 cr

Instructor: HERZBERG J

General Ed Req: none

Undergraduate survey of major vocal solo composers, compositions and song cycles from Bach through Mahler and Wolf. Includes listening and reading assignments, poetic and musical analysis, in class discussion, performances and lectures. Concentrates on solo vocal German repertoire. M3742 taught winter quarter emphasises French solo vocal literature.

Class time: 50% lecture, 25% discussion, 25% attendance and participation (performance in class)

Workload: 25 pages of reading per week, 2 exams, 1 paper, weekly quizzes; weekly listening assignments

Grade: 25% mid-quarter exam(s), 25% final exam, 5% written reports/papers, 5% special projects, 15% quizzes, 15% class participation

Exam format: written and listening exam. includes listing, fill-in-the-blank, essay questions

MUS 3742 VOCAL REPERTOIRE SURVEY

(Last taught: W94) prereq 3741, 2 cr

Instructor: HERZBERG J

General Ed Req: none

Required course for vocal performance majors. Survey of the solo vocal repertoire of Fauvre, Debussy, Ravel, Chausson, Duparc, Poulenc.

Workload: 30 pages of reading per week, 3 exams, listening assignments about 3 hours/week

Exam format: listening, essay, listing

MUS 5220 CHAMBER WINDS

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: none

The Chamber Winds consists of outstanding wind and percussion players who perform small ensemble literature of all periods. Chamber Winds rehearses several times a week, and performers are selected based upon the instrumentation of works scheduled for the concert. For more information call the Band Office at 624-2008.

MUS 5310 PIANO PEDAGOGY PRACTICUM

(Last taught: S93) max 3 cr; prereq ¶5351-5352-5353 or ¶5354-5355-5356 or #, 1 cr

Instructor: SHOCKLEY R

General Ed Req: none

Supervised practice teaching for pedagogy students.

Workload: students must teach 1/2 hour per week

Grade: pre- and post- evaluation of pupil progress, plus demonstration lesson

Exam format: no exams - final consists of teaching demonstration (live or taped) by pedagogy student plus written report

MUS 5330 CONCERTO GROSSO ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: KIM Y

General Ed Req: none

Concerto Grosso Ensemble: study and performance of string orchestra literature from the 16th century to 20th. Weekly two hour class consists of discussions (of historical background and performance practices) and rehearsals with one or more public performance at the end of the quarter. Open to advanced students of stringed instruments.

Class time: 15% lecture, 85% laboratory

Workload: 2-3 hours per week of practice

Grade: 100% participation in class and public performances

MUS 5356 ADVANCED PIANO PEDAGOGY

(Last taught: S93) prereq 5355, 2 cr

Instructor: SHOCKLEY R

General Ed Req: none

Continuation of MUS 5355. Demonstration and discussion of teaching techniques, methods, and materials for group and individual instruction at the intermediate and early advanced levels. Includes observation, reading, class presentation, and hands-on laboratory experience. Text: The Well-Tempered Keyboard Teacher by Uszler et al. Intended for pianists with prior pedagogy background and/or teaching experience.

Class time: 15% lecture, 25% discussion, 25% laboratory, 10% video or audiotapes

Workload: 25 pages of reading per week, 2 exams, 1 paper, oral reports, observation reports

Grade: 20% mid-quarter exam(s), 20% final exam, 20% special projects, 20% in-class presentations, 20% class participation

Exam format: essay

MUS 5365 CELLO PEDAGOGY

(Last taught: S93) prereq 12 cr in applied cello or MuEd 3501 or #, 2 cr

Instructor: REMENIKOVA T

General Ed Req: none

Ten weeks of Cello Pedagogy will be a concentrated study of the teaching methods. This course has been designed in conjunction with the String Technique Class for more practical application. This course is intended to provide students with the strategies for teaching Cello privately, to develop analytical skills, to increase knowledge of Cello Repertoire. It is also intended as a theoretical survey for comparative analysis of Cello Schools in different countries (Italy, France, Germany and Russia). It will also include lectures on historical development of cello and bow.

Class time: 25% lecture, 25% discussion, 50% practicum, analysis

Workload: 1 exam, 1 paper

Grade: 50% final exam, 25% written reports/papers, 25% discussions

Exam format: presentation of a cello lesson with a student, 10 minutes presentation on selected teaching methods

MUS 5390 PERCUSSION ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: MEZA F

General Ed Req: none

This course is designed to provide those students with an interest in percussion music a vital link to the experience of 20th century composition and music-making, and through the use of transcriptions, also build a bridge to music from other centuries. Thus, the exploration of music of composers such as John Cage, Edgar Varese, W. A. Mozart, and J. S. Bach go hand in hand for the better understanding of the musical world of today and of ages past. The percussion ensemble represents the peak of experimentation in contemporary music with new works being written for it every day. The students will have the opportunity on particular quarters of performing the premiere of new works and are encouraged to participate actively with the creation of their own compositions having thus a performance outlet for their creative spirit and at the same time increasing their technical abilities to perform on the many traditional and non-traditional percussion instruments.

Workload: about 6-8 hours of individual practice time

MUS 5410 BAND

(Last taught: F93) prereq #, 1 cr

Instructor: BECHER E

General Ed Req: none

The Symphonic Band rehearses twice a week. Standard repertoire for band is performed along with more contemporary works. The group occasionally tours within the state and gives frequent concerts on campus. Membership is open to all University students.

Class time: 75% full rehearsal, 25% sectionals and some individual attention

Workload: depends on technical and musical proficiency

Grade: 100% class participation

Exam format: no exams. knowledge of musical parts required.

MUS 5440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: STAFF

General Ed Req: none

Graduate level. Restricted to Piano Principals and Piano Minors. Students study duet and/or two-piano repertoire with a partner, receive weekly coaching (one-half hour) with assigned faculty, and perform in a recital during the last week of classes. If a suitable partner is not available, students may be assigned to accompany a singer or instrumentalist. Contact the faculty coordinator for teacher assignment and lesson times.

Class time: 100% individual coaching of performance pairs

Workload: approx 1 hour a day individual practice plus rehearsal with partner

Grade: 50% final exam, 50% class participation, performance and lessons

Exam format: performance

MUS 5440 ENSEMBLE

(Last taught: W94) prereq #, 1 cr

Instructor: VAN J

General Ed Req: none

Preparation and performance of music for classical guitar in duo, trio and quartet formats. Prerequisite: music major or minor, or consent of instructor, audition required. Graduate credit can be received.

Class time: 50% discussion, 50% individual rehearsal (problem solving)

Workload: 1 exam, 1-2 hours per week preparing assigned music for rehearsal

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C-1 = Group C, Individual and Institutional Behavior sub-category

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C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Grade: 50% final exam, 30% class participation, 20% problem solving

Exam format: concert performance

MUS 5532 ANALYSIS OF 20TH-CENTURY MUSIC

(Last taught: W94) prereq 3532, 3 cr

Instructor: CHERLIN M

General Ed Req: none

The analysis of 20th Century music. Prerequisites are the successful completion of the music theory curriculum for tonal theory to include mus 3531 and 3532.

Class time: 50% lecture, 50% discussion

Workload: 1 exam, 2 papers, Score study

Grade: 33% final exam, 66% written reports/papers

Exam format: essay

MUSIC EDUCATION

MUED 3011 TEACHING MUSIC IN THE ELEMENTARY SCHOOL

(Last taught: W94) prereq Mus 1001, elementary educ maj, 4 cr

Instructor: SMITH M

General Ed Req: none

As a result of this course, students are expected to be able to: 1) write a justification of the importance of music and the other arts in a child's education; 2) differentiate between instruction using music that is designed to achieve other objectives; 3) describe the levels of skill and concept development in music to be expected of students in the primary, intermediate and upper elementary grades; 4) plan lessons to teach music through singing, instrumental, listening and movement activities; 5) demonstrate ways music can be integrated with other classroom subjects; 6) choose appropriate music for singing and listening; 7) play common classroom instruments; 8) lead group singing effectively.

Workload: 40 pages of reading per week, 2 exams, 2 papers, 1 field observation

Exam format: essay, multiple choice, some aural examples

MUED 3501 STRING TECHNIQUES II

(Last taught: W94) prereq music education maj or #, 3 cr

Instructor: REMENIKOVA T

General Ed Req: none

Class is a concentrated study of the basic playing habits and techniques (cello), instrument care, teaching methods. Objectives: 1) to apply knowledge of cello for conducting, composing, arranging, music therapy, teaching and other related activities, 2) to increase awareness about children's education of stringed instruments, 3) to learn basic skills and sightreading, 4) to learn about positions and shiftings, 5) to learn symbols and terminology, 6) to learn basic fingerings and patterns. Text: Applebaum "String Builder" Cello, book 1, published by Belwyn, Rockville Centre, Long Island, NY; Potter "The Art of Cello Playing" portions will be distributed by the instructor).

Class time: 33% lecture, 33% discussion, 33% laboratory

Workload: 1 exam, practice cello

Grade: 33% final exam, 33% lab work, 33% class participation

Exam format: written exam, essay; lab

MUED 3801 PSYCHOLOGY OF MUSIC I

(Last taught: W94) prereq Psy 1001, 3604 or #, 4 cr

Instructor: HAACK P

General Ed Req: none

This course will help the student become familiar with basic psychological processes involved in musical behavior. You will become more able to recognize and understand music and sociocultural effects and influences on human behavior, musical acoustics, music preference, aesthetic considerations, music perception/cognition, music ability, and the personal as well as social uses and functions of music. Basic research methodologies and problems relating to the psychology of music will be explored as well. The course is appropriate not only for music majors but also for psychology majors and anyone with a strong interest in music.

Class time: 20% lecture, 70% discussion, 10% laboratory

Workload: 20 pages of reading per week, 4 exams, 3 brief abstracts of research articles

Grade: 20% final exam, 20% special projects, 40% quizzes, 20%

class participation

Exam format: multiple choice

NATURAL RESOURCES AND ENVIRON

NRES 1001 ORIENTATION TO NATURAL RESOURCES AND ENVIRONMENTAL STUDIES

(Last taught: F92) no prereq, 1 cr

Instructor: COOPER J

General Ed Req: none

Orientation to the NRES major.

Class time: 50% lecture, 50% discussion

Workload: less than 1 hour class

Grade: 100% special projects

NRES 1010 ISSUES IN THE ENVIRONMENT

(Last taught: S93) no prereq, 3 cr

Instructor: MOLINA J

General Ed Req: none

This course is intended for first and second year students. Students will be exposed to current problems of environmental concerns through various media presentation by faculty from several disciplines. The objective of this course is to teach students to critically analyse environmentally stressed situations, and modes of avoiding and redressing pollution. Five main topics will be presented: air quality; water quality; land quality; pesticides; health and food quality. Reading material is available at the book store.

Class time: 75% lecture, 15% closed-circuit TV, 20% discussion

Workload: 10 pages of reading per week, 45 exams, 1 paper

Grade: 20% special projects, 80% quizzes

Exam format: multiple choice

NRES 1040 NATURAL RESOURCES AS RAW MATERIALS

(Last taught: W94) no prereq, 3 cr

Instructor: BOWYER J

General Ed Req: none

There are four general objectives of the course: 1) To expose students to current world population trends and associated demand trends and sources of supply for industrial raw materials. 2) To examine environmental and other tradeoffs related to various options for satisfying demands/needs for industrial raw materials. 3) To introduce the concept of global and systematic thinking as a way of beginning to deal with complex environmental problems. 4) To provide a framework whereby students can begin a process of critical thinking about environmental problems and possible solutions thereto. This course is designed for students that have a genuine interest in seeking workable solutions to complex real-world environmental problems. Though a lower division offering, this course is suitable for any student, regardless of class standing. The student's final grade for the course will be determined by the grades earned on mid-term and final examinations, and by the quality of participation in daily class discussions.

Class time: 70% lecture, 20% discussion, 10% films, videos

Workload: 50 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 50% final exam, 10% class participation

Exam format: short essay, true/false, multiple choice

NRES 3001 COLLOQUIUM IN NATURAL RESOURCES AND ENVIRONMENTAL STUDIES

(Last taught: W94) max 4 cr, 1 cr

Instructor: FURNIER G

General Ed Req: none

Students will read and discuss material focusing on the roles that natural resources play in indigenous cultures, the views that these cultures have of natural resources, and the ways that these roles and views influence the ways that these cultures manage natural resources. All students will be expected to participate in the discussions. No text is required.

Class time: 20% lecture, 80% discussion

Workload: 40 pages of reading per week, written answers to take-home study questions associated with readings

Grade: 50% written reports/papers, 50% class participation

NRES 3001 COLLOQUIUM IN NATURAL RESOURCES AND ENVIRONMENTAL STUDIES

(Last taught: F93) max 4 cr, 1 cr

Instructor: NEWMAN R

General Ed Req: none

This is a lecture-discussion course to introduce contemporary issues related to exotic (non-native) plants and animals. Topics will include intentional and accidental introductions, effects of exotics on native communities, and methods of prevention and control. Both terrestrial and aquatic exotics will be considered. Lectures and readings will provide background material for discussion of the issues. Guest lectures will provide the viewpoint of specialists. Quizzes, discussion questions and class participation will be the basis for the grade.

Class time: 30% lecture, 30% discussion, 40% guest lectures

Workload: 30 pages of reading per week, 6 quizzes or discussion questions

Grade: 30% class participation, 40% quizzes and discussion questions

NRES 3001 COLLOQUIUM IN NATURAL RESOURCES AND ENVIRONMENTAL STUDIES

(Last taught: W93) max 4 cr, 1 cr

Instructor: REECE C

General Ed Req: none

"Managing Nitrogen for Groundwater Quality and Farm Profitability": The dilemma facing the agricultural industry and society is that crop production benefits from nitrogen fertilization while groundwater quality may not. We will focus on the management aspect of this topic by discussing weekly readings and working with the computer software, Nitrate Leaching and Economic Analysis Package (NLEAP).

Class time: 50% lecture, 50% discussion

Workload: 32 pages of reading per week

NRES 3001 COLLOQUIUM IN NATURAL RESOURCES AND ENVIRONMENTAL STUDIES

(Last taught: F92) max 4 cr, 1 cr

Instructor: STAFF

General Ed Req: none

Special topics - change each quarter

Class time: 50% lecture, 50% discussion

Workload: normal 1 credit class

Grade: 70% written reports/papers, 30% class participation

NRES 3050 EXPERIENCE AND TRAINING IN A FIELD SETTING

(Last taught: W94) prereq #, 1-4 cr

Instructor(s): UNDERWOOD J, SPLETT P

General Ed Req: none

Students can obtain credit for an approved work experience or participating in a field setting. A paper and oral presentation are required. The length and detail is dependent upon the number of credits taken.

Workload: 1 paper, oral presentation

Grade: 100% paper and oral presentation

NRES 3060 WATER QUALITY IN NATURAL RESOURCE MANAGEMENT

(Last taught: S93) no prereq, cr

Instructor: PERRY J

General Ed Req: none

This course focuses on discussions of water quality management practices and policies, principally in countries other than the United States. Water is viewed as one of many natural resources which are being managed by rapidly changing societies. Entering students are

expected to have some familiarity with water quality management practices and policies in the United States from other classes, their own experience and/or outside readings. The course has two goals; 1) acquaint students with the similarities and differences in the ways that water quality is managed (in the broad sense of the word) in various places around the world and 2) increase students' familiarity with the world's literature in water quality and natural resources and to stimulate critical thinking and discussion about that literature. The conceptual approach is a global and ecological perspective toward understanding management of surface and groundwater resources. Students will be expected to develop and demonstrate a familiarity with the literature; an ability to critically read professional articles and compare findings and approaches among geographic regions, among disciplines, or among sub-fields.

Class time: 10% lecture, 90% discussion

Workload: 40 pages of reading per week, 1 paper, discussions, literature searches

Grade: 33% special projects, 33% in-class presentations, 33% class participation

NRES 3800 NATURAL RESOURCES INTERPRETATION AND COMMUNICATION

(Last taught: S93) no prereq, 3 cr

Instructor: CARLSON S

General Ed Req: none

This course is designed to be an introduction to the broad field of Natural Resources interpretation, and visitor information services (VIS). Upon completion of this course, a student should: 1) understand the definitions, role and scope of interpretation and VIS; 2) understand basic human communication theory as it applies to communication, and VIS; 3) understand the differences between audiences and/or users of interpretative services; 4) be able to distinguish between interpretive techniques based on their advantages/disadvantages; 5) based on the above, be able to plan effective VIS systems.

Class time: 35% lecture, 10% closed-circuit TV, 10% discussion, 25% laboratory, 20% group projects

Workload: 100 pages of reading per week, 1 exam, 1 paper, 2 exhibit lay-out/talks

Grade: 25% final exam, 15% special projects, 10% in-class presentations, 5% lab work, 10% class participation, 35% problem solving

Exam format: essay

NRES 5060 WATER QUALITY IN NATURAL RESOURCE MANAGEMENT

(Last taught: S93) no prereq, cr

Instructor: PERRY J

General Ed Req: none

For full description see NRes 3060.

Class time: 10% lecture, 90% discussion

Workload: 40 pages of reading per week, 1 paper

Grade: 33% special projects, 33% in-class presentations, 33% class participation

Exam format: multiple choice, essay

NRES 5099 PROBLEM SOLVING IN NATURAL RESOURCES AND ENVIRONMENTAL STUDIES I

(Last taught: F92) 5099-5100=; prereq sr or #, 2 cr

Instructor: COOPER J

General Ed Req: none

Course is especially designed for seniors in the NRES major. Others may find the course too demanding of their time. Students attempt to solve and report on "real world" problems. Each quarter a different problem situation is used.

Class time: 100% discussion

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Workload: many hours beyond a 5 credit class
Grade: 30% in-class presentations, 30% class participation, 40% problem solving

NRES 5210 SURVEY, MEASUREMENT AND MODELLING METHODS FOR NATURAL RESOURCES I

(Last taught: W94) prereq Math 1142, Stat 3011, computer competency, 4 cr

Instructor: EK A

General Ed Req: none

Introduction to survey design, measurement concepts, and modeling methods for study of natural resources and environmental problems.

Class time: 70% lecture, 10% discussion, 20% laboratory, short field class on one day (nearby)

Workload: 10 pages of reading per week, 2 exams, 1 paper, 1 problem set per week

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

Exam format: multiple choice and short essay

NRES 5220 SURVEY, MEASUREMENT AND MODELLING METHODS FOR NATURAL RESOURCES II

(Last taught: W94) prereq 5210 or FR 5212 or equiv, 4 cr

Instructor: BURK T

General Ed Req: none

The course focus is on applying advanced statistical, mathematical, and computer science methods to measurement and modelling problems in natural resources. The course involves extensive use of computer-based analysis and visualization tools.

Class time: 80% lecture, 10% discussion, 10% laboratory

Workload: 100 pages of reading per week, 2 exams, 3 major data analysis assignments

Grade: 20% mid-quarter exam(s), 30% final exam, 50% problem solving

Exam format: problems

NORWEGIAN

NOR 1101 BEGINNING NORWEGIAN

(Last taught: F93) no prereq, 5 cr

Instructor: MCBURNEY

General Ed Req: none

Proficiency oriented language instruction. Focusing on four areas reading, listening, writing and speaking.

Class time: 70% lecture, 30% role playing - games, colorforms, stories, discussion

Workload: 15 pages of reading per week, 1 exam, 1 essay of 1-2 pp; homework from workbook

Grade: 20% final exam, 20% written reports/papers, 5% special projects, 30% quizzes, 5% in-class presentations, 20% class participation

Exam format: 4-5 pp listening exercise, reading exercise, several short grammatical exercises, essay

NOR 1102 BEGINNING NORWEGIAN

(Last taught: W94) prereq 1101, 5 cr

Instructor: LYBECK R

General Ed Req: none

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, "Norsk na" (Norwegian now) and the audio visual aids available in the language laboratory. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Students will engage in active participation.

Class time: 50% lecture, 30% discussion, 20% language laboratory

Workload: 12 pages of reading per week, approximately 5 chapter tests, plus 1 final exam

Grade: 20% final exam, 20% class participation, 60% chapter tests

Exam format: 25% listening exercises, comprehension; 25% reading comprehension; 25% grammar exercises; 25% dialogue/essay writing

NOR 1104 INTERMEDIATE NORWEGIAN

(Last taught: F93) prereq 1103 or equiv, 5 cr

Instructor: HOMSTAD P

General Ed Req: none

The textbook contains authentic texts from Norwegian magazine, newspapers and books, providing student with an introduction to contemporary Norway. Special features include small group work, process-oriented writing, video production or other special projects. NOR 1104 demands active participation from the student.

Class time: This is a learner-centered class; much interaction between students and student/teacher.

Workload: average of 10 hours per week outside of class

Exam format: short essay, short answer, listening, speaking

NOR 1105 INTERMEDIATE NORWEGIAN

(Last taught: W94) prereq 1104 or equiv, 5 cr

Instructor: HOMSTAD T

General Ed Req: none

The focus in Intermediate Norwegian is to develop proficiency in all four modalities of the language: listening, speaking, reading and writing. The textbook "Norsk i Sammenheng" (Norwegian in Context) contains only authentic texts, many of which focus on contemporary Norwegian society and culture. In class, we use as much Norwegian as possible; active participation on the part of the student is important. Final grade is based on attendance (which is required), class participation, quizzes, chapter tests and a final examination. Special projects (videotaping, skits, reading of a longer work, vary from quarter to quarter).

Workload: minimum of 15 hrs/wk, including class time

Exam format: varies

NOR 1106 INTERMEDIATE NORWEGIAN

(Last taught: S93) prereq 1105 or equiv, 5 cr

Instructor: HOMSTAD T

General Ed Req: none

The focus in Intermediate Norwegian is to develop proficiency in all four modalities of the language: listening, speaking, reading and writing. The textbook "Norsk i Sammenheng" (Norwegian in Context) contains only authentic texts, many of which focus on contemporary Norwegian society and culture. In class, we use as much Norwegian as possible; active participation on the part of the student is important. Final grade is based on attendance (which is required), class participation, quizzes, chapter tests and a final examination. Special projects (videotaping, skits, reading of a longer work, vary from quarter to quarter).

Workload: minimum of 15 hrs/wk, including class time

Exam format: varies

NOR 1106 INTERMEDIATE NORWEGIAN

(Last taught: S93) prereq 1105 or equiv, 5 cr

Instructor: HULT M

General Ed Req: none

The focus in Intermediate Norwegian is to develop proficiency in all four modalities of the language: listening, speaking, reading and writing. The textbook "Norsk i Sammenheng" (Norwegian in Context) contains only authentic texts, many of which focus on contemporary Norwegian society and culture. In class, we use as much Norwegian as possible; active participation on the part of the student is important. Final grade is based on attendance (which is required), class participation, quizzes, chapter tests and a final examination. Special projects (videotaping, skits, reading of a longer work, vary from quarter to quarter).

Workload: minimum of 15 hrs/wk, including class time

Exam format: varies

NOR 1106 INTERMEDIATE NORWEGIAN

(Last taught: S93) prereq 1105 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

The focus in Intermediate Norwegian is to develop proficiency in all four modalities of the language: listening, speaking, reading and writing. The textbook "Norsk i Sammenheng" (Norwegian in Context) contains only authentic texts, many of which focus on contemporary Norwegian society and culture. In class, we use as much Norwegian as possible; active participation on the part of the student is important. Final grade is based on attendance (which is required),

class participation, quizzes, chapter tests and a final examination. Special projects (videotaping, skits, reading of a longer work, vary from quarter to quarter).

Workload: minimum of 15 hrs/wk, including class time

Exam format: varies

NOR 3670 READINGS IN NORWEGIAN LITERARY TEXTS

(Last taught: W94) max 28 cr; prereq 1106 or equiv, 4 cr

Instructor: MISHLER W

General Ed Req: none

The course involves reading works of contemporary Norwegian literature (in Norwegian) and discussing and writing about them (also in Norwegian). The idea is to give the student of the kinds of literature being written in Norway in the contemporary period.

Class time: 50% lecture, 50% discussion

Workload: 20 pages of reading per week, 2 exams, 8-10 quizzes

Grade: 25% mid-quarter exam(s), 25% final exam, 25% quizzes, 25% class participation

Exam format: translation, single sentence; answers, short essay

OPERATIONS AND MANGEMENT SCI

OMS 1020 DATA ANALYSIS AND STATISTICAL INFERENCE FOR MANAGERS

(Last taught: F93) prereq IDSc 1010, Math 1111...Math 1131 rec, 4 cr

Instructor: CURLEY S

General Ed Req: none

Introduction to probabilistic and statistical techniques for decision making, including inferential statistics, applications to quality control, analysis of variance and experimental design, and multiple regression. Using computer software and data in statistical analysis. Introduction to formal modeling for managerial decision making and problem solving. Emphasis on the use of data in decision making. OMS 1020 is a course in formal modeling for decision making. Upon completion of this course you should be able: 1) to understand uses of formal models at both general and specific levels, and the advantages and limitations of various models; 2) to use basic techniques of inferential data analysis, statistical quality control, and regression modeling; 3) to use software to analyze data for decision making; 4) to analyze a set of data, to reach a conclusion based on these analyses, and to make and defend a recommended course of action; 5) to communicate the results of formal analyses in a management summary; and 6) to take advanced courses in quantitative methods in the School of Management and other CSOM courses requiring knowledge of quantitative methods.

Class time: 75% lecture, 25% laboratory

Workload: 60 pages of reading per week, 2 exams, 4 papers

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

Exam format: all or mostly-short answer and problems

OMS 3000 INTRODUCTION TO OPERATIONS MANAGEMENT

(Last taught: W93) no prereq, 4 cr

Instructor: MISTEREK

General Ed Req: none

The purpose of this course is to explain concepts, principles and techniques for managing manufacturing and service operations. The course emphasizes a management perspective and decision-making in the operations function of the firm. While quantitative and behavioral techniques are discussed, the emphasis is on using these techniques

to help improve management of operations, rather than on developing technical skills. The course aims to provide an orientation regarding operations for the general management student. Specific objectives are: 1) to understand the components of the operations management function in different types of organizations, 2) to be able to analyze decision problems in operations, and the relationship of operations decisions to other business decisions, 3) to understand the concepts of operations planning and control, including forecasting, capacity, scheduling, inventory and material requirements planning, 4) to be knowledgeable about operations process management including quality, productivity and process design, 5) to be able to communicate, orally and in writing, the results of analysis of operations.

Class time: 85% lecture, 15% discussion

Workload: 60 pages of reading per week, 2 exams, 1 project

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

Exam format: mixed: multiple choice, short answer and problems

OMS 5170 SIMULATION MODELING

(Last taught: F93) no prereq, 4 cr

Instructor: KELTON D

General Ed Req: none

Objectives: Study the techniques and application of computer simulation of existing or proposed real-world facilities and processes. Models of such facilities or processes are often complex, precluding traditional analytical techniques. Students will learn to do simulations in a programming language, to plan simulation studies, as well as analyze and interpret the results. Additional topics include selecting input probability distributions, random-number generators, generating random variates, statistical analysis of simulation output, and variance-reduction techniques.

Class time: 100% lecture

Workload: 20 pages of reading per week, 1 paper, 6 computer programs

Grade: 30% written reports/papers, 70% computer programs

PHILOSOPHY

PHIL 1001 INTRODUCTION TO LOGIC

(Last taught: S93) no prereq, 5 cr

Instructor: KAC M

General Ed Req: (CLA: A*) (CBS: GE)

This course is an introduction to the science - and art! - of deductive reasoning. It has three main goals: to develop skill in rational thinking; to promote an understanding of the principles which guide such thinking; and to prepare the student for other courses which involve scientific, mathematical and philosophical thought (including more advanced courses in logic itself). A full understanding of the principles of logic requires the ability to deal with abstractions, to solve problems and to work with symbolic expressions. All of these are important emphases in the course. Text: "A Beginning Course in Modern Logic", M. Kac, from Copies on Campus.

Class time: 75% lecture, 25% discussion

Workload: 4 exams, regular problem solving assignments weekly

Grade: 66% mid-quarter exam(s), 33% final exam

Exam format: 2 hour cumulative final; problem solving

PHIL 1001 INTRODUCTION TO LOGIC

(Last taught: W94) no prereq, 5 cr

Instructor: LEWIS D

General Ed Req: (CLA: A*) (CBS: GE)

This course aims to make a practical and a theoretical contribution to your education. You will be introduced to the vocabulary of logic,

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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some distinctions required for clear thinking, and some basic patterns of valid reasoning. You will also be introduced to the special symbols and the formal methods of logic, indispensable tools for the study of logic in the twentieth century. The latter prepares you for more advanced logic courses.

Class time: 75% lecture, 25% discussion, 9 hours/week optimal informal "logic labs"

Workload: 15 pages of reading per week, 4 exams, one take-home problem set, three exam preparations

Grade: 50% mid-quarter exam(s), 35% final exam, 10% problem solving, 5% exam preparations

Exam format: symbolizations, proofs, 1 sentence explanations of how a technique demonstrates validity/invalidity

PHIL 1001 INTRODUCTION TO LOGIC

(Last taught: W94) no prereq, 5 cr

Instructor: OWENS J

General Ed Req: (CLA: A*) (CBS: GE)

In this course we will be concerned with a number of quite different things. In the first place we will try to improve certain critical reasoning skills, skills which are essential in every intellectual context; in particular we will be concerned with our ability to recognize, construct and evaluate arguments. Though we all have some intuitive ability in carrying out these tasks, that ability can be improved and we shall aim at doing just that. In learning how to evaluate and construct arguments, we will not simply rely upon 'intuitive insight', upon getting you to 'see it' in some clearer fashion. The strategy will be quite different; it will consist in translating or representing the 'natural argument' in a 'formal' or 'artificial language', a language for which we have precise rules which determine what follows from that. Using these rules, we will evaluate this translation of the argument; if it is no good, the original was no good. And this brings us to the second point of the course: though this course is not primarily intended to be a course in symbolic logic, we do want to provide some indication as to what that discipline is like. One gains this kind of insight by learning how to operate inside the formal language.

Workload: 2 exams, problem sets most weeks

PHIL 1001 INTRODUCTION TO LOGIC

(Last taught: F92) no prereq, 5 cr

Instructor: SCHEMAN N

General Ed Req: (CLA: A*) (CBS: GE)

A study of formal techniques for evaluating arguments, with some attention to the applicability of these techniques to reasoning in everyday contexts. Formal techniques and the use of symbols can be useful tools of reasoning. They can also be intimidating to many people who often feel stupid and incapable of criticizing claims or arguments that involve symbols and other formalizations. For such people a major aim of the course is empowerment that comes from acquiring competency in a formal system—think of it as a course in mental karate, useful for self-defense primarily through building self-confidence.

Class time: 75% lecture, 25% discussion, 9 hours/week optional informal "logic labs"

Workload: 15 pages of reading per week, 4 exams, 9 weekly problem take-home quizzes

Grade: 20% mid-quarter exam(s), 25% final exam, 25% quizzes, 30% 2 in-class exams; 9 quizzes (1 problem each, take home; top 5 scores count)

Exam format: symbolizations, proofs, 1 sentence explanations of how a technique demonstrates in/validity

PHIL 1002 INTRODUCTION TO PHILOSOPHY

(Last taught: W94) no prereq, 5 cr

Instructor: EATON M

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

This course introduces students to some central problems in Western philosophy that have arisen when people have tried to deal with questions about themselves and their world. What is real? What is true? Where do ideas come from? Do they match the world? Is there a god? Are all people basically alike? Text: Plato "Euthyphro", Rene Descartes "Meditations", David Hume "Dialogues Concerning Natural Religion", and a twentieth century article.

Class time: 70% lecture, 30%

Workload: 50 pages of reading per week, 2 exams, 8 papers

Grade: 25% mid-quarter exam(s), 25% final exam, 45% written reports/papers, 5% class participation

Exam format: essay

PHIL 1002 INTRODUCTION TO PHILOSOPHY

(Last taught: W93) no prereq, 5 cr

Instructor: HELLMAN G

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

This course will introduce students to some of the central problems of modern Western philosophy (from roughly the 17th century to the present), and, equally important, to its methods of reasoning. The main topics will include: justification of knowledge claims and skepticism; causality and inductive reasoning; the relation of mind to matter (the "mind-body problem"); and (time permitting) key concepts of evolution in explaining biological and cultural diversity. Required texts: Perry & Bratman, "Introduction to Philosophy", Marvin Harris, "Cows, Pigs, Wars and Witches".

Class time: 75% lecture, 25% discussion, 1 discussion section/week led by TA, found very helpful by most students

Workload: 50 pages of reading per week, 3 papers

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

PHIL 1002 INTRODUCTION TO PHILOSOPHY

(Last taught: F93) no prereq, 5 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

The point of this course is to introduce people to the practice of philosophy and to do this through the careful study and critical discussion of a few classic texts. The course is organized around one central question: what is a good life? To answer the question, we will consider the kinds of things that give a person's life significance and value and, in particular, how the quality of a life depends on the proper balance of freedom and authority, reason and emotion, dependence and self-reliance, and trust and distrust. We will also consider how a person's race, cultural background and gender affect the quality of a life. We will read the classics of philosophy to discover and understand the answers they give us to these questions, but we will also be critical of their answers and decide for ourselves what is insightful and what is misleading in these classic texts.

Class time: 75% lecture, 25% discussion

Workload: 60 pages of reading per week, 5 papers, 2 group projects

Grade: 100% written reports/papers

PHIL 1002 INTRODUCTION TO PHILOSOPHY

(Last taught: F93) no prereq, 5 cr

Instructor: WATERS C

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

The study of philosophy involves deep and systematic thinking about some of the most fundamental intellectual problems of human inquiry. This course will introduce a broad range of philosophical problems and some of the most successful attempts to solve them (within European/Anglo-American tradition). Despite its abstract nature, the study of philosophy brings practical skills and this course is designed to help students develop their abilities to define complex issues precisely, to construct and criticize arguments, to write clearly, and to develop an open-mindedness towards new and challenging ideas. Most of all, however, this course is aimed towards helping students develop an appreciation for philosophy (e.g. what ultimately makes an action right or wrong?), philosophy of religion (e.g. what arguments can be given for or against the existence of God?), logic (e.g. what would be an ideal model of good reasoning?), epistemology (e.g. what is the nature of scientific justification?), philosophy of mind (e.g. will it be possible for a machine to think?), and social/political philosophy (e.g. is affirmative action unfair?). Seek further info from dept or instructor to determine whether this is right section and course for you.

Class time: 75% lecture, 25% discussion

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

Grade: 15% mid-quarter exam(s), 30% final exam, 45% written reports/papers, 10% class participation

Exam format: essay

PHIL 1003 INTRODUCTION TO ETHICS

(Last taught: F93) no prereq, 5 cr

Instructor: PETERSON S !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

The main part of the course is a study of three ethical theories, those of John Stuart Mill, Immanuel Kant, and Aristotle. In discussions and in their short papers students apply the theories to examples of actions from the novel "Middlemarch" by George Eliot and the novel "The Surrounded" by D'Arcy McNickle to determine if the theories imply that the actions were or were not, the right thing to do. In discussion of "The Surrounded" the question is raised whether or not theories by European authors can be used to assess the decisions of the Native American characters in "The Surrounded". In the first weeks of the course students discuss relativism, skepticism, and other "isms." The concluding weeks of the course return to the topic of relativism in discussion of the question whether the three ethical theories studied are compatible with one another or conflict with one another.

Class time: 95% discussion, 5% quizzes

Workload: 200 pages of reading per week, 4 papers, 22 quizzes

Grade: 80% written reports/papers, 10% quizzes, 10% attendance at class discussion

Exam format: one-word answers to short quizzes

PHIL 1005 SCIENTIFIC REASONING

(Last taught: W94) no prereq, 5 cr

Instructor: GIERE R

General Ed Req: (CLA: A) (CBS: GE)

Objective: To develop reasoning skills that can be used to understand and evaluate scientific information as it is found both in mass media newspapers and magazines and in more specialized professional publications such as business and medical journals. Emphasis is on general reasoning skills that do not require extensive training in particular sciences.

Lectures: Intended to amplify and supplement the text, and to provide an opportunity for questions. Scheduled quizzes will be given at lecture sessions.

Discussion Sections: Devoted to discussion of prepared analyses of actual scientific reports. Emphasis on developing clear written expositions and analyses.

Texts: J.D. Watson. "The Double Helix." Ronald Giere. "Understanding Scientific Reasoning," 3rd ed.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 2 exams, homework exercises: about 12; quizzes: about 6

Grade: 25% mid-quarter exam(s), 25% final exam, 25% quizzes, 25% problem solving, 50% homework and quizzes, 50% exams

Exam format: Analyses of actual reports of scientific findings written in the same manner as analyses that have been prepared for discussion sections.

PHIL 3002 GENERAL HISTORY OF WESTERN PHILOSOPHY

(Last taught: W94) no prereq, 5 cr

Instructor: HOPKINS J

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

Study of the epistemological, metaphysical, and ethical views of Augustine, Anselm, Aquinas, and Nicholas of Cusa. Issues such as the following will be explored: the relationship between 1) concepts and reality, 2) the mind and the body, 3) God and the universe, 4) human free will and divine foreordination, 5) human nature and the natural moral law. In the development of the lectures, some attention will also be given to the views of Boethius, Abelard, and Maimonides, as well as to certain aspects of Ockham's terminist logic. Required texts: Augustine "On Free Choice of the Will"; Aquinas "Introduction to St. Thomas Aquinas"; Hopkins "A New, Interpretive, Translation of St. Anselm's Monologion and Proslogion"; Hopkins "Nicholas of Cusa on Learned Ignorance"; Bourke (ed) "The Essential Augustine".

PHIL 3005 INTRODUCTION TO THE PHILOSOPHY OF PLATO

(Last taught: W93) no prereq, 4 cr

Instructor: PETERSON S !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course will study five of Plato's dialogues: Hippias Major, Hippias Minor, Apology, Euthydemus, and Phaedo. In reading the first three of these dialogues we will particularly study the typical Socratic method of argument which is depicted by Plato - the elenchus or refutation. In reading the Phaedo we will particularly study (i) the several arguments it contains that the soul is immortal and (ii) the distinctive views called "Plato's theory of ideas" which the Phaedo introduces. All class time will be used for small group discussions of projects created by the instructor.

Class time: 100% discussion

Workload: 30 pages of reading per week, 4 papers

Grade: 85% written reports/papers, 15% small group discussions

PHIL 3008 INTRODUCTION TO ARISTOTLE

(Last taught: W94) prereq 3001 or #, 4 cr

Instructor: PETERSON S !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course will read selections from some of Aristotle's works: "Categories", "De Interpretatione", "Physics", "Ethics", and "Politics". The course will consider some of Aristotle's thoughts on truth, contradiction, explanation of motion and other kinds of change, friendship, and social justice. Class time will be used for small group (3-4 member) discussions of projects provided by the instructor. The instructor will provide notes on the readings from Aristotle to take the place of lectures. The instructor's goal for the students in the course is that they acquire some information about what Aristotle said and that they develop their ability to read Aristotle with understanding so that they can continue to read Aristotle on their own after the course is over. Text: "A New Aristotle Reader", edited by J. L. Ackrill.

Workload: 40 pages of reading per week, 4 papers

PHIL 3105 INTRODUCTION TO THE THEORY OF KNOWLEDGE

(Last taught: W94) prereq 1001 or #, 4 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: none

Testimony is the ground or basis for much of what people everywhere believe—in school, church, the clinic, the law courts, the boardroom, the bedroom and the laboratories of science. Sometimes the testimony justifies the beliefs or makes them reasonable and other times not. The central question considered in this course is when testimony makes belief reasonable. In pursuing an answer to this question, we look at the writings of traditional and contemporary philosophers but also at writings by lawyers and scientists and at the treatment of testimony within a novel as well. The aim of the course is to acquire a better grasp of important epistemological concepts like belief, testimony, trust, justification and prejudice and their relation to the growth of knowledge, the challenges of scepticism and the fears of deception.

Class time: 60% lecture, 20% discussion, 20% group projects

Workload: 80 pages of reading per week, 1 exam, 3 papers

Grade: 30% final exam, 60% written reports/papers, 10% special projects

Exam format: essay

PHIL 3201 INTRODUCTION TO FORMAL LOGIC

(Last taught: W93) no prereq, 5 cr

Instructor: HANSON W !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: A*) (CBS: GE)

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
 A* = Group A, Formal Language sub-category
 B = Group B, (The Physical and Biological Universe)
 B* = Group B, Lab Component
 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Phil 3201 is designed to be an alternative to the Phil. Dept's basic logic course, Phil 1001, for Phil. majors, students who are interested in the symbolic sciences (e.g., computer science, linguistics, artificial intelligence, mathematics), and any other students with better than average formal skills who are interested in the subject. Main objectives: To teach students the basic concepts and techniques of modern symbolic logic, to teach them how to apply symbolic logic to arguments and problems that arise in natural language, and to show them how symbolic logic can be used in disciplines such as mathematics, computer science, linguistics, and philosophy. Phil 3201 is both more rigorous and more philosophical than Phil 1001. It is more rigorous in that definitions of basic concepts are given more emphasis, greater mastery of formal techniques is required, and the natural language problems dealt with are more complex. It is more philosophical in that it places more emphasis on such topics as the theoretical limits of algorithmic techniques, the extent to which the language of symbolic logic provides a model of the structure of natural language, and the nature of logical truth itself.

Class time: 75% lecture, 25% discussion

Workload: 40 pages of reading per week, 3 exams, 10 problem solving assignments

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

Exam format: problem solving, short answer questions

PHIL 3234 KNOWLEDGE AND GENDER

(Last taught: F92) prereq #, 4 cr

Instructor: SCHEMAN N

General Ed Req: none

Introduction: Of ourselves and of some of the concepts we will be discussing: epistemology, knowledge, epistemic authority, privilege, gender, social construction. More specifically: Descartes as the father of modern epistemology; feminist arguments that the culturally normative, authoritative self is normatively male; what accounts for the development of epistemic authority emerge from the consideration of women's (differing) experiences; what are these forms of authority like; for whom are knowledge claims valid - some diverse voices, a framework for adding our own voices, toward a feminist epistemology. Text: 'Women's Ways of Knowing', Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule, 'Black Feminist Thought', Patricia Hill Collins.

Class time: 30% lecture, 55% discussion, 15% small group discussions

Workload: 75 pages of reading per week, 6 papers, small group discussion projects; Papers: 1 long, 5 short

Grade: 50% 5 short papers, 50% 1 term paper

PHIL 3302 MORAL PROBLEMS OF CONTEMPORARY SOCIETY

(Last taught: S93) no prereq, 5 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

The aim of the course is to think systematically about moral problems arising from three slices of our lives: 1) the distribution of income and wealth, 2) birth and death, and 3) prejudice and discrimination. We will compare a number of different solutions to some of the problems and critically examine the reasoning that supports them. In addition, we will examine the relationship between these solutions and issues of public policy and the law. Texts used: "America's Misunderstood Welfare State", T. Marmor, J. Mashow and P. Harvey, Basic Books, 1990; "The Problem of Abortion", J. Feinberg, Wadsworth, 1984; "Mortal Choices", R. Macklin, Houghton Mifflin, 1987; "Racism and Justice", G. Ezorsky, Cornell Univ. Press, 1991. Articles at Campus Copy (Coffman Union): John Hospers, "The Libertarian Manifesto"; P. Williams, selections from "The Alchemy of Race and Rights".

Class time: 60% lecture, 20% discussion, 20% small group discussion

Workload: 60 pages of reading per week, 4 papers

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

Exam format: no exam

PHIL 3601 SCIENTIFIC THOUGHT

(Last taught: F93) prereq 1002, 2 natural science courses or completion of Group B, 4 cr

Instructor: WATERS C

General Ed Req: none

People once believed the sun rotated around a motionless Earth, that maggots spontaneously generated from rotting meat, and that continents are fixed to the Earth. These views were held and passed on by the most learned persons of their times and led to useful predictions and technological advances. Nevertheless, today's scientists believe these "outdated" views were fundamentally mistaken and now pass on different set of beliefs. Why should we believe today's scientists; after all, it would be reasonable to predict within a 100 yrs, today's "facts" and theories will be added to trash heap of outdated scientific beliefs. We will examine nature of scientific justification and try to determine exactly what reasons we have for accepting contemporary scientific theories. We will conclude our study by examining scientific creationism controversy. Creationists' attack on evolutionary biology and evolutionists' defense typically presuppose mistaken philosophies of science which sometimes help creationists come out on top in public debates. Your newly gained understanding of scientific rationality will help sort out these muddled debates and enable you to determine just why we should accept the evolutionary biologists' conclusions.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation

Exam format: essay

PHIL 3607 PHILOSOPHY OF PSYCHOLOGY

(Last taught: W93) prereq one course in philosophy or psychology or #, 4 cr

Instructor: SAVAGE C

General Ed Req: none

This course will survey a number of central issues in the philosophy of cognitive psychology at an introductory level, selected from the following list: the nature of personality, consciousness, language, intelligence, emotion; whether these cognitive processes are present in non-human animals; and whether they can be identified with neurological or other physical processes. Thus, we will consider such questions as the following: Is a person really a collection of distinct sub-persons. What is consciousness and its function and is it non-physical. Do apes have language, or unexpressed thoughts. Can computing machines be constructed and programmed to think and reason. Are percepts and thoughts identical with neuronal excitations or other brain processes.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 40% final exam, 10% quizzes, 10% class participation

Exam format: essay

PHIL 5005 PLATO

(Last taught: F93) prereq 3001 or #, 4 cr

Instructor: PETERSON S !!CLA Distinguished Teacher Award!!

General Ed Req: none

The course will be chiefly a study of Plato's dialogue, the "Parmenides", in connection with which the class will also study Constance Meinwald's interpretation in her book, "Plato's Parmenides". In the "Parmenides" Plato seems to engage in self-criticism - in arguments against what commentators call "the Theory of Forms": the course will also look at some passages from other dialogues in which Plato discusses forms. All class meetings will be used for small (3-4 member) group discussions of projects given out by the instructor.

Class time: 100% discussion

Workload: 35 pages of reading per week, 4 papers

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

PHIL 5008 ARISTOTLE

(Last taught: F92) prereq one qtr history of philosophy or #, 4 cr

Instructor: PETERSON S !!CLA Distinguished Teacher Award!!

General Ed Req: none

Course will be chiefly a reading of Bks VII & VIII (Zeta & Eta) of Aristotle's 'Metaphysics', sometimes called "the treatise on substance". Also will read, but more quickly, Bk I and first 2 chpts of Bk IV, which set up the project of the whole 'Metaphysics'. Also will read some short passages from Bks XII & XIII. As background material during quarter we will refer to Bk V, sometimes called "philosophical lexicon" or "philosophical dictionary" because it is organized as an explanation of terms Aristotle finds especially important. The question which Zeta and Eta set out to ask is: what is

substance. You may understand this to mean: what is primary sort of being. J.L. Ackrill, in one of the readings, puts it: "what are the basic realities." We will spend some time trying to understand what the question means. We'll spend a good part of quarter trying to understand that part of Aristotle's answer given in Zeta and Eta, while trying to increase our understanding of what the question means. All class meetings will be used for small group discussion of projects given out by the instructor.

Class time: 100% discussion

Workload: 30 pages of reading per week, 4 papers

Grade: 90% written reports/papers, 10% attendance at discussions

PHIL 5034 DESCARTES

(Last taught: W94) prereq 3003 or #, 4 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course is about the philosophical views of Rene Descartes and the influence they have had on our own philosophical thinking. However, it is also a course about reading and interpreting Descartes' philosophy and more generally, about reading and interpreting historical texts. Different communities of scholars have read Descartes' writings and found in them different things. This leaves those of us who are not Descartes scholars with a problem: how are we to decide what Descartes' views really are and whether one scholarly interpretation of his writings is better than another? The reading and writing assignments in the course are designed to make you aware of the different interpretations of Descartes' major writings and to help you to decide between them but also to answer the general question of what makes one interpretation of any philosophical text better than another. Our focus will be Descartes' "Meditations" which, according to many scholars, is his most important work. However, we will read other of Descartes' philosophical and scientific texts to see what light they shine on the themes and arguments of the "Meditations".

Class time: 60% lecture, 20% discussion, 20% small group projects

Workload: 50 pages of reading per week, 3 papers, 3 group writing projects

Grade: 70% written reports/papers, 30% group writing projects

PHIL 5046 KANT

(Last taught: S93) prereq 3003 or #, 4 cr

Instructor: DAHL N

General Ed Req: none

This course will investigate Kant's attempt in the "Critique of Pure Reason" to provide both the basis and limits of metaphysics, taking metaphysics to be the attempt to say something about the nature of the world independently of experience. We will try to understand and assess the doctrine that Kant takes to be the heart of his account of the basis and limits of metaphysics, transcendental idealism. Included in this attempt will be an examination of the traditional criticism that Kant's transcendental idealism undermines itself by requiring the existence of entities (noumenal objects or things in themselves) that are beyond the limits of possible experience. The course will be divided into four parts corresponding to four parts of the "Critique of Pure Reason" - the Transcendental Aesthetic, the Deduction of the Categories, the Analytic of Principles, and the Transcendental Dialectic. For each of these four parts we will try to come to some understanding of some central ideas in it, see how they relate to other parts of the "Critique of Pure Reason", and come to a tentative assessment of their adequacy. Texts: "Critique of Pure Reason" I. Kant, translated by Norman Kemp-Smith; "Kant's Transcendental Idealism" H. E. Allison.

Class time: 75% lecture, 25% discussion

Workload: 85 pages of reading per week, 3 papers

Grade: 100% written reports/papers

Exam format: no exams

PHIL 5101 METAPHYSICS

(Last taught: W93) prereq one qtr history of philosophy or #, 4 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: none

The course centers around two questions. First, what justifies the way natural and social scientists group or classify things together as things of the same kind, and, second, what does that imply about the kinds of things there are in the world. Special attention will be given to some biological and medical classifications like species, sex and disease and some classifications employed by psychologists or sociologists like gender, race, sexual-preference, age and intelligence and to the idea that some classifications are natural or discovered, while others are socially constructed or invented. The course will consider the relationship between 1) the traditional problem of universals and traditional debates between the realists and nominalists and 2) the recent debates concerning natural kinds and recent questions concerning the realism of our classifications for people into kinds like the child, the homosexual or the addict by the sciences and or by some of the institutions served by them like the schools, courts and clinics.

Class time: 60% lecture, 40% discussion

Workload: 5 papers

Grade: 100% written reports/papers

PHIL 5202 SYMBOLIC LOGIC II

(Last taught: W94) prereq 5201 or #, 5 cr

Instructor: HANSON W !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course presupposes a familiarity with first-order logic equivalent to that possessed by students who have successfully completed Phil 5201. In addition the student should be familiar with the notation and terminology of Benson Mates's text "Elementary Logic" (second edition, Chapters 1-7). The first three weeks will be on background material necessary for making the transition from the activities of formalizing arguments and constructing proofs to that of proving various metatheorems about logic. This background material includes: some elementary notions of set theory, informal proofs, some basic concepts of metatheory, and mathematical induction. The last seven weeks will concern proofs of soundness, completeness, and other metatheoretic properties of first-order logic, and an introduction to first-order logic with identity and terms. Required text: Benson Mates, "Elementary Logic", 2nd edition.

Workload: 3 exams

Exam format: problem solving, take-home exams

PHIL 5203 SYMBOLIC LOGIC III

(Last taught: S93) prereq 5202, 4 cr

Instructor: HANSON W !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

The goal of this course is to acquaint the student with the ideas involved in the Great Metatheorems of Church, Godel, and Tarski. We will begin by studying some simple abstract "machines", Turing Machines, and will use the knowledge thus gained to prove Church's Theorem that first-order logic is undecidable. Godel's two theorems and Tarski's theorem about truth will then be studied, although many of the details of their proofs will be omitted. Philosophical questions raised by these theorems will be considered when appropriate. Required text: Boolos & Jeffrey, "Computability and Logic", 3rd ed.

Class time: 80% lecture, 20% discussion

Workload: 4 exams, 5 homework assignments

Grade: 67% mid-quarter exam(s), 22% final exam, 11% problem

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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solving

Exam format: essay, problem solving

PHIL 5231 PHILOSOPHY OF LANGUAGE

(Last taught: F93) prereq 1001, 5201 or #, 4 cr

Instructor: KAC M

General Ed Req: none

The first half of this course will be devoted to canonical works in the theory of reference by Lewis, Russell, Quine, Strawson and others. The second half will be devoted to a single large-scale work (to be announced). This course is not recommended for undergraduates. A separate course at the 3-level in philosophy of language exists for them.

Class time: 100% lecture

Workload: 30 pages of reading per week

Exam format: essay

PHIL 5325 BIOMEDICAL ETHICS

(Last taught: W94) prereq grad stu, 4 cr

Instructor: HOPKINS J

General Ed Req: none

A study of normative ethical issues as they arise in the health-care setting, with special attention to mental health care. Lecture, discussion, case-study. Focus will be on evaluating moral reasoning and ethical arguments. Required texts: Mappes, Thomas & Jane Zembaty, "Biomedical Ethics" 3rd edition; Breggin, Peter, "Toxic Psychiatry".

PHIL 5414 POLITICAL PHILOSOPHY

(Last taught: F92) prereq 1004 or #, 4 cr

Instructor: ROOT M !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course is to survey some prominent theories of political morality, viz., utilitarianism, libertarianism, liberal egalitarianism, Marxism, communitarianism and feminism, and understand the standards they offer for assessing the basic institutions of our society. We will consider the reasons for supporting and the reasons for opposing each of the standards and see how useful the standards are for appraising current policies that affect the well-being of children and policies of affirmative action based on race or sex. Texts: W. Kymlicka, 'Contemporary Political Philosophy' (1990); M. W. Edelman, 'Families in Peril' (1987); G. Ezorsky, 'Racism and Justice' (1991).

Class time: 60% lecture, 20% discussion, 20% group projects

Workload: 50 pages of reading per week, 4 papers, 2 group writing projects

Grade: 100% written reports/papers

PHIL 5501 PRINCIPLES OF AESTHETICS

(Last taught: W93) prereq 3502 or #, 4 cr

Instructor: EATON M

General Ed Req: none

This advanced course in aesthetics and the philosophy of art addresses several problems in contemporary analytic aesthetics: definitions of 'art', characterizations of aesthetic experience, interpretation, criticism, artistic intentions, creative process, connections of form and content, and relation of aesthetic value to other types of value, particularly moral value. Students need not have a background in aesthetics, but should have done some coursework in philosophy. There are daily written assignments and one final term paper. No exams. During some class periods, the group will be broken down into small discussions groups.

Class time: 50% lecture, 50% discussion

Workload: 60 pages of reading per week, 1 paper, written assignments every meeting

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

PHIL 5602 PHILOSOPHY OF SCIENCE: THEORIES AND EXPLANATION

(Last taught: W93) prereq 3601 or 5601 or #, 4 cr

Instructor: SAVAGE C

General Ed Req: none

This course deals with the nature of scientific theories and scientific explanations and the relations between them. It is one of three basic courses in philosophy of science (the other two being 5601 and 5603). It is recommended for undergrads majoring in philosophy of science, grad students preparing for advanced studies in the field, and students who desire a general survey. We will examine several views of

theories and explanations. On the traditional (syntactic) positivist view a theory is an axiomatized collection of statements. On the more recent (semantic) view of van Fraassen and Suppe a theory is a family of nonlinguistic models. On the Kuhnian view a theory is an amorphous entity consisting perhaps of statements and models, but also of exemplars, problems, standards, and practices. On the traditional positivist view a phenomenon is explained by deriving or predicting it from a suitable theory or law. On another view an explanation identifies the cause of the phenomenon. On still another view an explanation is a satisfying answer to the questions of why the phenomenon occurred. In the process of examining these views, we will consider several central questions.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 40% final exam, 10% quizzes, 10% class participation

Exam format: essay

PHIL 5602 PHILOSOPHY OF SCIENCE: THEORIES AND EXPLANATION

(Last taught: W94) prereq 3601 or 5601 or #, 4 cr

Instructor: WATERS C K

General Ed Req: none

What kind of understanding of the natural world does science provide? Do scientific theories just describe natural phenomena, or can they explain them? Most philosophers agree that science offers an understanding of the world that goes beyond mere description, but they disagree about the nature of that understanding. That is, they have different views about what makes a scientific explanation truly explanatory. This year, this course will concentrate on the topic of scientific explanation. We will review Wes Salmon's account of the last four decades of research on this topic and then examine several of the most successful attempts to describe the kind of understanding provided by science. Texts: "Scientific Explanation, Minnesota Studies in the Philosophy of Science, Volume 13", 1989, P. Kitcher and W. Salmon, editors; "Theories of Explanation", 1988, J. C. Pitt editor.

Class time: 50% lecture, 50% discussion

Workload: 75 pages of reading per week, 3 exams, 1 paper, 1 or more presentations; 2 reading summaries per week

Exam format: take-home tests (typed essays)

PHIL 5770 SELECTED TOPICS IN PHILOSOPHY

(Last taught: W94) prereq 4 3xxx-5xxx cr in philosophy or #, 4 cr

Instructor: OWENS J

General Ed Req: none

We are all quite familiar with mental phenomena (thoughts, desires, sensory impressions, etc.) and with mentalistic explanations. We know when and how to construct such explanations and how to tell the good from the bad. But this familiarity has not produced any corresponding theoretical understanding. We don't know how to integrate mentalistic phenomena and explanation into the larger scientific picture. What are these allegedly explanatory states, these beliefs and desires that are said to rationalize and explain behavior? What is the nature of the explanatory linkage between the states and the behaviors they are said to rationalize and explain? For much of this century behaviorism of one kind or another held sway, and this tended to marginalize the problems posed by the mental; if the mental plays no genuine explanatory role, why worry about integrating it into the scientific picture? But with rise of modern cognitive science, mentalistic explanations are back on center stage, and we are faced once again with the fundamental question: what are these states, and how do they explain? In this course we will critically investigate the "theoretical" options available: Cartesianism, behaviorism, identity theory, etc.

Workload: 2 papers

PHYSICS

PHYS 1001 THE PHYSICAL WORLD

(Last taught: F93) §any phys courses; no cr for IT stu; prereq 1 yr high school algebra, 4 cr

Instructor: WADDINGTON C

General Ed Req: (CLA: B) (CSOM: B)

Fundamental laws and principles governing the physical world, discussed in the context in which they are encountered in modern science and technology. Associated lab is Phys 1005. This course will

consist of a description of some of the fundamental principles that describe the physical world, discussed with a minimum of mathematics and scientific jargon. It is designed to allow the student to gain an appreciation of the scientific method that has played such a major role in shaping our society. Attention will be directed at certain specific examples of physical phenomena in order to illustrate the fundamental principles that underlie them. Students will be expected to read the assigned textbook and then be prepared to relate their reading to the lectures and demonstrations. Text: "Inquiry into Physics" by Ost典ek and Bord.

Class time: 80% lecture, 5% discussion, 15% demonstrations

Workload: 50 pages of reading per week, 4 exams

Grade: 25% mid-quarter exam(s), 25% final exam, 50% quizzes

Exam format: multiple choice, problem-solving questions

PHYS 1041 INTRODUCTORY PHYSICS

(Last taught: F93) prereq high schl algebra and plane geometry, 5 cr
Instructor: CAMPBELL C

General Ed Req: (CLA: B*) (CSOM: B*)

Physics 1041 and 1042 introduce the fundamental concepts which underlie our understanding of the physical phenomena of the Universe. We begin with the description and explanation of motion, building on everyday experience, and mathematical tools from algebra and geometry, to describe quantitatively the behavior of particles and more complicated objects. By considering a variety of applications (gravitation, circular motion, etc.) we demonstrate the power and versatility of the physical laws. In the process we lay a solid foundation for subsequent study in Physics 1042 of the many forms of energy, conservation principles, and a variety of other physical phenomena. Throughout our study we seek to exploit and refine physical intuition through laboratory exercises and classroom demonstrations. In lectures, laboratories, homework and tests, we work to develop and apply effective and systematic problem-solving strategies, indispensable in the study of physics, and invaluable in essentially all other professional pursuits.

Class time: 60% lecture, 13% discussion, 27% laboratory

Workload: 15 pages of reading per week, 5 exams, 4 lab reports

Grade: 35% final exam, 40% quizzes, 15% lab work, 10% discussion session participation

Exam format: problem solving

PHYS 1041 INTRODUCTORY PHYSICS

(Last taught: W94) prereq high schl algebra and plane geometry, 5 cr
Instructor: POLING R

General Ed Req: (CLA: B*) (CSOM: B*)

This course is primarily for students in technical areas. Our focus is on mechanics, the study of motion, what causes it and how we can quantitatively describe it. Our goal is to maximize understanding of the fundamental concepts, rather than to maximize the number of topics covered. We begin with kinematics, the description of motion, and review how mathematics can be used to describe physical processes. We proceed to dynamics, how forces act to cause or change motion. We then consider a variety of applications: gravitation, electrical forces, circular motion, and more, as time permits. Throughout our study we emphasize effective problem-solving strategies. Discussion sessions and laboratories provide opportunities to reinforce the basic concepts, and to apply the problem-solving procedures.

Class time: 60% lecture, 15% discussion, 25% laboratory

Workload: 20 pages of reading per week, 4 exams, 1 2 hour lab/week; 1 1 hour discussion session; 4 short quizzes

Grade: 40% mid-quarter exam(s), 40% final exam, 10% quizzes, 10% lab work

Exam format: dominantly problem solving, but with some use of short answer and multiple choice

PHYS 1042 INTRODUCTORY PHYSICS

(Last taught: W94) prereq 1041, 5 cr

Instructor: CAMPBELL C

General Ed Req: (CLA: B*) (CSOM: B*)

This is the second quarter of a two-quarter sequence. The focus of the second quarter is on conservation laws in physics.

Class time: 50% lecture, 14% discussion, 28% laboratory, 8% testing
Workload: 25 pages of reading per week, 9 exams, 4 lab reports and 8 homework assignments

Grade: 24% final exam, 48% quizzes, 25% lab work, 3% problem solving

Exam format: multiple choice, structure problem solving

PHYS 1042 INTRODUCTORY PHYSICS

(Last taught: S93) prereq 1041, 5 cr

Instructor: MAUERSBERGER K

General Ed Req: (CLA: B*) (CSOM: B*)

This is the second quarter of an introductory physics course. Lectures, discussion sections and laboratory experiments are integrated to teach basic principles in physics and problem solving skills. The main subject covered during the quarter is conservation of energy. Various forms of energy (mechanical, electric, thermal a.o.) will be presented, changes between forms will be calculated. Students should be open and willing to work with each other in small groups.

Class time: 55% lecture, 15% discussion, 30% laboratory

Workload: 6 pages of reading per week, 1 exam, exams every 2 weeks

Grade: 35% final exam, 40% quizzes, 15% lab work, 10% discussion section participation

Exam format: problem solving

PHYS 1251 GENERAL PHYSICS I

(Last taught: W94) §1271 thru 1291, 1311 thru 1341, 1411H thru 1441H, 1451H thru 1454H; prereq Math 1251 or ¶Math 1251, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

The first quarter of a four-quarter calculus-based general physics course. It will deal with principles of mechanics and will involve detailed analysis of and solutions to real-life situations involving physics ideas.

Class time: 50% lecture, 10% discussion, 40% laboratory, 6 quizzes

Workload: 15 pages of reading per week, 7 exams, homework will be collected and evaluated

Grade: 40% mid-quarter exam(s), 40% final exam, 5% lab work, 15% problem solving

Exam format: Problem situations to be analyzed. Usually a numerical answer is expected.

PHYS 1252 GENERAL PHYSICS II

(Last taught: W94) §1271 thru 1291, 1311 thru 1341, 1411H thru 1441H, 1451H thru 1454H; prereq 1251, Math 1252 or ¶Math 1252, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B*) (CSOM: B*)

The second quarter of a four quarter introductory physics sequence that emphasizes the understanding of physics through logical and organized problem solving with a heavy use of calculus. It is not a survey course of all physics. Students will be required to understand the fundamental concepts presented in depth and apply them to new situations. This quarter concentrates on the application of the basic concepts of classical physics to the motion and interaction of extended objects, in particular oscillatory and wave motion. The quarter begins with the assumption that students can use the fundamental concepts of kinematics and dynamics and the conservation principles of energy and momentum (Physics 1251). The course also assumes that students

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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have a working knowledge of basic differential and integral calculus as well as trigonometry, algebra, and geometry. The course facilitates active participation by giving students several different environments in which to work. These learning environments vary from: large lectures using individual and informal group learning; small laboratory sections using cooperative group learning; small recitation sections using cooperative group learning.

PHYS 1253 GENERAL PHYSICS III

(Last taught: S93) §1271 thru 1292, 1311 thru 1341; 1411H thru 1441H, 1451H thru 1454H; prereq 1252, Math 1261 or ¶Math 1261, 4 cr

Instructor: JONES R

General Ed Req: (CLA: B) (CSOM: B*)

An introduction to the theory and application of electromagnetic phenomena: electric and magnetic fields, simple circuits and their components, electromagnetic induction. This is the third quarter of the introductory physics course with calculus for engineers and scientists. Small-group work and problem solving strategies will be used in the laboratory and recitation sections.

Class time: 50% lecture, 33% laboratory, 17% recitation

Workload: 30 pages of reading per week, 7 exams

Grade: 30% mid-quarter exam(s), 40% final exam, 15% lab work, 15% 4 recitation quizzes

Exam format: problem solving

PHYS 1253 GENERAL PHYSICS III

(Last taught: F93) §1271 thru 1292, 1311 thru 1341; 1411H thru 1441H, 1451H thru 1454H; prereq 1252, Math 1261 or ¶Math 1261, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B) (CSOM: B*)

Physics 1253 is the third quarter of a three-quarter introductory course in physics for science and engineering students. The material covered will include the basic ideas of gravitation and electromagnetism and their application to simple devices and circuit elements. Three lectures will be presented weekly. In weekly recitation sessions students we have the benefit of working in groups of three or four in recitations sections of consisting of no more than 15-20 students. A weekly laboratory session will be integrated with the materials covered in the lectures and recitations.

Class time: 50% lecture, 17% discussion, 33% laboratory

Workload: 5 exams, homework

Grade: 25% final exam, 50% quizzes, 12% lab work, 3% class participation, 10% problem solving

PHYS 1254 GENERAL PHYSICS IV

(Last taught: W94) §1271 thru 1291, 1311 thru 1341, 1411H thru 1441H, 1451H thru 1454H; prereq 1253, 4 cr

Instructor: GASIOROWICZ S

General Ed Req: (CLA: B) (CSOM: B)

The course is the fourth quarter of the introductory calculus-based physics sequence. Topics to be covered include: a) electromagnetic waves as a consequence of Maxwell's equations; b) Einstein's theory of relativity; c) thermal physics, with an emphasis on kinetic theory; d) a survey of the quantum theory and applications: the wave properties of matter; the particle properties of radiation; simple atomic theory; quantum numbers; the exclusion principle and its significance for the structure of matter; semiconductor physics; the structure of nuclei; elementary particles and their interactions; the interplay between cosmology and particle physics.

Workload: 40 pages of reading per week, 1 exam, problems; 2 quizzes

PHYS 1254 GENERAL PHYSICS IV

(Last taught: F93) §1271 thru 1291, 1311 thru 1341, 1411H thru 1441H, 1451H thru 1454H; prereq 1253, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B) (CSOM: B)

Introductory calculus based physics, 4th quarter, introduction to modern physics. Subjects: relativity, thermodynamics, kinetic theory, statistical mechanics, quantum theory, atomic and nuclear physics.

Class time: 100% lecture

Workload: 20 pages of reading per week, 5 exams

Grade: 40% final exam, 60% quizzes

Exam format: problems, conceptual questions

PHYS 1454H HONORS PHYSICS IV

(Last taught: F93) §1254, 1341, 1441H; prereq 1453H, consent of IT Honors office, 4 cr

Instructor: STAFF

General Ed Req: (CLA: B) (CSOM: B)

The fourth quarter of this sequence will deal with "Modern Physics" i.e. quantum physics, atomic physics, and electromagnetic waves. The text used, as in the previous quarters is to be Fishbane, Gasiorowicz, and Thoratou, "Physics for Scientists and Engineers" in which the last chapters are relevant for this course.

Class time: 50% lecture, 40% laboratory, 10% recitation

Workload: 15 pages of reading per week, 4 exams, homework assignments

Grade: 40% mid-quarter exam(s), 40% final exam, 5% lab work, 15% problem solving

Exam format: problem situations to be analyzed and usually a numerical answer to be presented

PHYS 3501 MODERN PHYSICS

(Last taught: F93) no cr for physics majs; prereq 1106 or 1253 or 1291 or 1341 or 1441 or 1453, 4 cr

Instructor: KUBOTA Y

General Ed Req: (CSOM: B)

This course is intended to provide students with physics basics so that by the end of the quarter they will be able to talk about some of the important properties of metals and semiconductors. Course content includes introduction to quantum mechanics and statistical physics using mathematics including calculus, application of quantum mechanics to the hydrogen atom, and solid state physics of metals and semiconductors based on quantum and statistical mechanics. Cooperative learning will be encouraged. There is no curve for grading; that means the more you help each other, the better off you all will be. Problems will be assigned to groups. Textbooks include "Modern Physics," by Kenneth Krane, John Wiley & Sons. We will cover only chapters 3-7 and 12014. Freshman physics textbooks, such as "Physics" by Serway will be of great help.

Class time: 75% lecture, 25% discussion

Workload: 20 pages of reading per week, 4 exams, 1 paper

Grade: 40% final exam, 30% quizzes, 10% class participation, 20% problem solving

Exam format: problems

PHYS 3512 QUANTUM PHYSICS I

(Last taught: W94) prereq 1253 or 1291 or 1341 or 1441 or 1453, 1254 or 1454 is rec, Math 3252 or ¶Math 3252, 3 cr

Instructor: KAKALIOS J

General Ed Req: (CSOM: B)

An introduction to modern physics: experimental basis for quantization of light and matter waves, Bohr Quantum Theory, Schrodinger Equation, solutions of simple one-dimensional potentials. Solution of Schrodinger equation for hydrogen atom. Magnetic properties of atoms. A course intended for physics and engineering majors, we try to provide physical intuition on a subject which is inherently counter-intuitive. Mathematical formalism is developed as required. Previous knowledge of calculus and freshman level physics is required.

Class time: 100% lecture, frequent questioning and discussion during class lectures

Workload: 20 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: solving written problems - no book, notes or calculators; solutions require obtaining mathematical expressions rather than numerical values

PHYS 5021 INTRODUCTION TO ANALYTIC MECHANICS

(Last taught: F93) prereq Math 3261 or equiv, 4 cr

Instructor: ELLIS P

General Ed Req: (CSOM: B)

Text: Symon "Mechanics", Addison-Wesley. Topics: motion particle in 1-3 dimensions including oscillator and central force motion; LaGrange's equations; use of moving coordinate system; motion of a system of particles; rigid body rotation about a fixed axis and in general.

Class time: 90% lecture, 10% discussion

Workload: 2 exams, problem sets about 1/week

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: 4 out of 5 problems

PHYS 5022 INTRODUCTION TO ANALYTIC MECHANICS

(Last taught: W94) prereq 5021, 4 cr

Instructor: ELLIS P

General Ed Req: (CSOM: B)

This is the second quarter of a course in Newtonian mechanics. It will focus on rotational motion: moving coordinate systems, motion of a rigid body about a fixed axis and in general, tensors, gyroscopes and tops. The recommended book is Symon, "Mechanics."

Class time: 90% lecture, 10% discussion

Workload: 3 exams, 1 homework set per week (about 3 problems)

Grade: 30% mid-quarter exam(s), 45% final exam, 25% problem solving

Exam format: a set of problems

PHYS 5031 TOPICS IN MATHEMATICAL PHYSICS

(Last taught: F93) prereq two 5000-level math courses, 4 cr

Instructor: VALLS O

General Ed Req: (CSOM: B)

The purpose of the course is to help the student acquire familiarity with and confidence in the use of mathematical methods required for success in the physical sciences. The emphasis is on learning how to get results, not on rigor. Main topics in the Fall quarter are complex variable, series summation, asymptotic series, and Fourier series.

Class time: 75% lecture, 25% discussion

Workload: 2 exams, weekly homework sets, mandatory

Grade: geometric mean of exams and homework

Exam format: problem solving

PHYS 5051 CLASSICAL PHYSICS

(Last taught: F93) prereq 5022, 5024, advanced calculus or #, 4 cr

Instructor: STAFF

General Ed Req: (CSOM: B)

Classical mechanics, special relativity, and classical electrodynamics. Applications of advanced mathematical techniques. This course sequence is intended principally for first year graduate students in physics. A sound preparation in undergraduate physics is assumed including courses in analytic mechanics and electricity and magnetism at the advanced undergraduate level. Phys 5051 will cover classical mechanics at the level of the text by H. Goldstein.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 2 exams, 6 problem assignments

Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving

Exam format: problems to be solved

PHYS 5052 CLASSICAL PHYSICS

(Last taught: W94) prereq 5051, 4 cr

Instructor: ZIMMERMANN W

General Ed Req: (CSOM: B)

This course is the second course in a three-quarter sequence in classical mechanics and electromagnetism. The course is intended primarily for first-year graduate students in physics, but it is also taken from time to time by advanced undergraduate physics majors. The course assumes a thorough preparation in upper-division undergraduate classical mechanics and electromagnetism, such as provided by Phys 5021-5022 and Phys 5023-5024, and a knowledge of the material covered in Phys 5051 during the previous quarter. Approximately the first four weeks will be devoted to advanced topics in mechanics that

were not covered in Phys 5051. The text for these weeks will be "Classical Mechanics" 2nd edition, by H. Goldstein (Addison-Wesley, 1980) and supplementary readings. The topic for the remainder of the course will be electromagnetism, a topic which will be continued in Phys 5053 during spring quarter. The text for this part of the course will be "Classical Electrodynamics" 2nd edition, by J. D. Jackson (John Wiley, 1975).

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 3 exams, 1 problem set per week

Grade: 42% mid-quarter exam(s), 34% final exam, 24% problem solving

Exam format: problems to be worked, possibly some questions to be discussed

PHYS 5102 INTRODUCTION TO QUANTUM MECHANICS

(Last taught: W94) prereq 5101, 4 cr

Instructor: PETERSON E

General Ed Req: (CSOM: B)

The rough plan is to cover chapters 7, 10-12, 15-18 and 24 in Gasiorowicz's "Quantum Physics". This covers most topics in simple atomic physics.

Class time: 90% lecture, 10% discussion

Workload: 3 exams, problem sets

Grade: 35% mid-quarter exam(s), 50% final exam, 15% problem solving

Exam format: problems

PHYS 5121 METHODS OF EXPERIMENTAL PHYSICS I

(Last taught: F93) prereq 3513, 3516 or #, 5 cr

Instructor: GANZ

General Ed Req: (CSOM: B)

This course is the first of a three-quarter sequence on the techniques used in a modern experimental physics laboratory. Because of the importance of electronic instrumentation in today's physics experiments, the first two quarters of the lab will deal with the use of digital and analog techniques for electronic signal processing. The second quarter will focus on computer interfacing and include several small experiments. The third quarter will consist primarily of a single experimental project that is designed and executed by the student. A knowledge of basic Electricity and Magnetism and circuits at the 1000 level is assumed, as is elementary Modern Physics at the 3000 level. English writing skills at the university level are required. No previous knowledge of electronics or logic is assumed. Text: "The Art of Electronics" by P. Horowitz and W. Hill, and a lab manual will be handed out in class.

Class time: 40% lecture, 60% laboratory

Workload: 15 pages of reading per week

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

PHYS 5122 METHODS OF EXPERIMENTAL PHYSICS II

(Last taught: W94) prereq 5121 or #, 4 cr

Instructor(s): GANZ E, RUSAK R

General Ed Req: (CSOM: B)

This course is the second of a three-quarter sequence on the techniques used in a modern experimental physics laboratory. We begin by teaching the C language and elementary statistics. Students then build circuits on a prototype card that plugs into a personal computer. These tools are then integrated to enable interfacing and data acquisition and then to carry out a number of experiments. There is an emphasis on experimental physics techniques and data analysis. As

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
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part of this course, students will also prepare brief research proposals (and a poster) for an experimental physics project that can be carried out in the spring quarter.

Workload: 4 homework assignments, 7 lab write-ups

PHYS 5152 QUANTUM MECHANICS

(Last taught: W94) prereq 5151, 4 cr

Instructor: RUDAZ S

General Ed Req: (CSOM: B)

This is the continuation of Phys 5151, Quantum Mechanics (a first course at the graduate level). Topics covered include approximation methods for both stationary states and time-dependent phenomena, applications to atomic and molecular structure, scattering theory and the problem of measurement in quantum mechanics, including a discussion of the Einstein-Podolsky-Rosen argument for incompleteness and of the Bell inequalities for theories with hidden variables. Time permitting, relativistic corrections and the Dirac equation will be covered. The material follows closely the contents of the text "Quantum Mechanics" by F. Schwabl, Springer-Verlag, with the exception of the last topic.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 5-6 problem solving assignments

Grade: 20% mid-quarter exam(s), 40% final exam, 40% problem solving, subject to small adjustments

Exam format: problem solving

PHYS 5201 THERMAL AND STATISTICAL PHYSICS

(Last taught: W94) prereq 3513 or equiv, 4 cr

Instructor: BAYMAN B

General Ed Req: (CSOM: B)

The course will focus on thermodynamics, kinetic theory, transport phenomena, statistical mechanics. Text: "Thermodynamics, Kinetic Theory and Statistical Thermodynamics" by F. W. Sears and G. L. Salinger, 3rd edition.

PHYS 5201 THERMAL AND STATISTICAL PHYSICS

(Last taught: F93) prereq 3513 or equiv, 4 cr

Instructor: HUANG C

General Ed Req: (CSOM: B)

First the idea of statistics will be introduced. Then the fundamental concepts of statistical physics will be developed. We will finish the quarter with several important applications of statistical physics to the thermal physics and thermodynamics.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 45% final exam, 30% problem solving

Exam format: closed book (no notes, no calculators)

PHYS 5202 THERMAL AND STATISTICAL PHYSICS

(Last taught: W94) prereq 5201, 4 cr

Instructor: HUANG C

General Ed Req: (CSOM: B)

The fundamental concept of statistical physics developed in Physics 5201 during the Fall quarter will be applied to various physical system phenomena. For example Fermi and Bose Gases, phase transformations and semiconductors. Then the basic idea of kinetic theory related to transport phenomena will be discussed.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 2 exams, 3 papers

Grade: 25% mid-quarter exam(s), 30% final exam, 30% problem solving

Exam format: closed book

PHYS 5231 INTRODUCTION TO SOLID-STATE PHYSICS

(Last taught: KJG) prereq 1254, 3512 or #, grad or adv undergrad in sci or eng, 4 cr

Instructor: WEYHMANN W

General Ed Req: (CSOM: B)

This course is a comprehensive introduction to solid state physics intended for use as a minor by graduate students in the physical sciences and engineering. A standard text for this course has been "Introduction to Solid State Physics" by C. Kittel. Since the complete course is three quarters long, somewhat more depth can be achieved

on selected topics. In addition essential background material from subjects such as thermodynamics and statistical mechanics will be reviewed as necessary. Thus the course is intended to be a self-contained survey of the fundamental areas of solid state physics.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 3 exams, 1 homework assignment per week

Grade: 35% mid-quarter exam(s), 40% final exam, 25% problem solving

Exam format: mostly quantitative problems, though some qualitative questions. exams are closed book.

PHYS 5232 INTRODUCTION TO SOLID STATE PHYSICS

(Last taught: W94) prereq 5231, 4 cr

Instructor: WEYHMANN W

General Ed Req: (CSOM: B)

This course is a comprehensive introduction to solid state physics intended for use as a minor by graduate students in the physical sciences and engineering. A standard text for this course has been "Introduction to Solid State Physics" by C. Kittel. Since the complete course is three quarters long, somewhat more depth can be achieved on selected topics. In addition essential background material from subjects such as thermodynamics and statistical mechanics will be reviewed as necessary. Thus the course is intended to be a self-contained survey of the fundamental areas of solid state physics.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 3 exams, 1 homework assignment per week

Grade: 35% mid-quarter exam(s), 40% final exam, 25% problem solving

Exam format: mostly quantitative problems, though some qualitative questions. exams are closed book.

PHYS 5233 INTRODUCTION TO SOLID STATE PHYSICS

(Last taught: KJG) prereq 5232, 4 cr

Instructor: WEYHMANN W

General Ed Req: (CSOM: B)

This course is a comprehensive introduction to solid state physics intended for use as a minor by graduate students in the physical sciences and engineering. A standard text for this course has been "Introduction to Solid State Physics" by C. Kittel. Since the complete course is three quarters long, somewhat more depth can be achieved on selected topics. In addition essential background material from subjects such as thermodynamics and statistical mechanics will be reviewed as necessary. Thus the course is intended to be a self-contained survey of the fundamental areas of solid state physics. If time permits during this quarter, some topics of current interest will be covered.

Class time: 90% lecture, 10% discussion

Workload: 20 pages of reading per week, 3 exams, 1 homework assignment per week

Grade: 35% mid-quarter exam(s), 40% final exam, 25% problem solving

Exam format: mostly quantitative problems, though some qualitative questions. exams are closed book.

PHYS 5400H JUNIOR HONORS SEMINAR

(Last taught: W94) prereq IT or CLA upper div honors student, #, 1 cr

Instructor(s): ELLIS P. HALLEY W

General Ed Req: (CSOM: B)

This is the second quarter of the Honors Seminar. Faculty will qualitatively discuss their research work. This quarter the fields will be space, nuclear and particle physics. Visits to actual laboratories will be arranged whenever possible.

Class time: 80% lecture, 20% discussion

Workload: 5 pages of reading per week, 1 short qualitative problem

Grade: 100% S-N: to get an S participation in the class activities is required

PHYS 5553 TOPICS IN PHYSICS FOR BIOLOGY AND MEDICINE: LIGHT, ATOMS, AND NUCLEI

(Last taught: S93) prereq general physics and calculus, 4-5 cr

Instructor: HOBBIE R

General Ed Req: (CSOM: B)

This course teaches topics from atomic and nuclear physics of importance in medicine, particularly in diagnostic and therapeutic radiology. It discusses energy levels in atoms and the emission of light, including infrared, visible, and ultraviolet light, and x-rays. The attenuation and absorption of x-rays in matter are discussed in detail, along with applications in diagnostic radiology. The mathematics of image reconstruction is introduced and applied to computed tomography. The methods of calculating energy absorption and absorbed dose are used to discuss briefly response of detectors and damage to tissue. The absorption of energy from ionizing particles (as distinct from photons) is developed. Radioactive decay mechanisms and medically useful isotopes are described, and the "MIRD" method of dose calculation is developed. The physics and basic principles of magnetic resonance imaging are described. Calculus is used extensively throughout the course. All examinations are open-book and are said to be fairly difficult. The text is Hobbie, "Intermediate Physics for Medicine and Biology", 2nd ed. Wiley, 1988.

Class time: 100% lecture

Workload: 20 pages of reading per week, 4 exams, ungraded problems each week - 5 or 6 problems

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

Exam format: problems

PHYS 5924 HISTORY OF 19TH CENTURY PHYSICS

(Last taught: F93) §HSci 5924; prereq general physics or #, 4 cr

Instructor: STUEWER R

General Ed Req: (CSOM: B)

The aim of this course is to study the history of physics (natural philosophy) during the 19th century. We begin with an overview of science in the 19th century, examining the social and political environments that existed and the institutions (including universities) that were either created or transformed to foster scientific teaching and research in Europe and the United States. We then look in detail at the major concurrent experimental discoveries and theoretical innovations that occurred in physics, setting them within the above contexts. These include the origin and development of the wave theory of light (1800-1830); the rise and fall of the caloric theory of heat (1780-1830); the birth of the modern atomic theory (1800-1860); the discovery of the first (energy) and second (entropy) laws of thermodynamics (1840-1870); the discovery of electromagnetism and the origin of field theory (1800-1890), and (time permitting) the birth of the kinetic theory and statistical mechanics (1860-1880). To supplement the lectures, students read both original scientific papers and historical articles. Students gain an understanding of central concepts in physics and the broader conditions under which scientific knowledge is acquired.

Class time: 90% lecture, 10% discussion

Workload: 125 pages of reading per week

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

Exam format: take-home essay questions

PHYS 5925 HISTORY OF 20TH CENTURY PHYSICS

(Last taught: W94) §HSci 5925; prereq general physics or #, 4 cr

Instructor: STUEWER R

General Ed Req: (CSOM: B)

This course begins with a discussion of Rontgen's discovery of X-rays (1895), Becquerel's discovery of radioactivity (1896), and Thomson's discovery of the electron (1897), setting them within the different educational and institutional contexts in Germany, France, and England at the turn of the century, and showing how they paved the way for the 20th-century revolutions in physics. We then treat these revolutions—the special theory of relativity (1905) and the quantum theory (1900-1927)—in detail, studying their origin and development

within the changing institutional and political contexts in Europe and the United States. At each stage we also discuss the educational and personal backgrounds of the physicists—Einstein, Planck, Rutherford, Bohr, Sommerfeld, Ehrenfest, Compton, Heisenberg, Schrodinger and others—who initiated these revolutions. The lectures are richly illustrated with slides, and class discussion is encouraged. The readings encompass both original scientific papers and historical accounts. Upper-division undergraduate and graduate students from a variety of educational backgrounds profit from the course.

Class time: 80% lecture, 20% discussion

Workload: 130 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 10% class participation, 10% library-familiarization exercise

Exam format: take-home essay questions

PLANT BIOLOGY

PBIO 1009 MINNESOTA PLANT LIFE

(Last taught: S93) suitable for non maj, 4 cr

Instructor: WETMORE C

General Ed Req: (CLA: B*) (CSOM: B)

To provide an introduction to the vegetation of the region; included are 1) the basic types of plants and their life cycles, habitat requirements, and distributions; 2) recognition of the most common and conspicuous plants; 3) vegetation types; and 4) condition of and processes of change in the vegetation. Study is limited to those plants readily visible to the naked eye. The course is designed primarily for students with little or no previous botanical training, especially non-majors. An interest in plants and an eye for distinctions are desirable qualities in the student. Field trips are taken the last six weeks of the quarter, on Tuesday afternoons, to nearby places such as the St. Paul campus, Theodore Wirth Park, Minnehaha Park, Veteran's Hospital area, and Central and Girard Parks in Bloomington. All trips are from 12-4 p.m. Chartered buses are used. A fee will be collected either by the administration or by the instructor or both to pay the cost of transportation in part or in whole.

Class time: 50% lecture, 50% laboratory

Workload: 2 exams

Grade: 25% mid-quarter exam(s), 25% final exam, 25% quizzes, 25% lab work

PBIO 3109 PLANT ANATOMY

(Last taught: W93) prereq Biol 1103 or Biol 3012, 5 cr

Instructor: BIESBOER D

General Ed Req: (CSOM: B)

This course is a study of the microscopic structure of the vascular plants, especially seed-bearing plants. Lectures cover the structure and development of the primary cell types in plants (parenchyma, sclerenchyma, etc.) and the development of the plant from the embryo to the mature plant. A few lectures at the beginning of the course give a student an overview of plant evolution. Special emphasis is placed on understanding the structure of stems, roots, leaves, flowers, and wood. Wherever possible, the structure of plants is integrated with the function of the plant's various cell types, tissues, and organs. Laboratory consists of: 1) using a microscope to observe prepared microscopic sections of plant tissues, and 2) an independent microtechniques project in which students prepare their own microscope slides of plant tissues. The textbook is "Anatomy of Seed Plants" (2nd edition) by Katherine Esau. Students are required near the end of the class to give a 10 minute presentation about their independent research project to their classmates.

Class time: 50% lecture, 50% laboratory

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 B = Group B, Foundation Course
 B* = Group B, Foundation Course and Lab Component
 C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
 C-2 = Group C, The Historical Perspective sub-category
 C-3 = Group C, Social and Philosophical Analysis sub-category
 D = Group D, (Literary and Artistic Expression)
 WS = World Studies
 CP = U.S. Cultural Pluralism
 GE = Additional General Education Course (CBS students only)

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Workload: 50 pages of reading per week, 2 exams, individual laboratory project

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 10% special projects

Exam format: exams consist of approximately 50-60% short answer types of questions and 40-50% essays.

PBIO 3131 SURVEY OF PLANT PHYSIOLOGY

(Last taught: F92) §5131; prereq Biol 1103 or Biol 3012, BioC 3031 or ¶ or Biol 5001, 4 cr

Instructor: SOULEN T!!Morse Alumni Teaching Award Winner!!
General Ed Req: (CSOM: B)

Course context divides roughly into thirds: 1) plant growth and development, especially as influenced by hormones and by environmental factors such as light and temperature; 2) plant metabolism, with major emphasis on photosynthesis and nitrogen metabolism, topics not normally stressed in biochem courses; and 3) mineral function and uptake, phloem transport, and water relations at both cellular and whole plant level. Although we delve into some topics in considerable detail, I urge students always to look at each process in terms of its overall features and importance to a plant, including ways it is interrelated with other processes. Text: 'Plant Physiology' Salisbury & Ross, 4th ed. Authors try to give consensus of thinking of contemporary physiologists about each phenomenon under consideration but also present alternative possibilities, in light of relevant experimental data. Active student participation encouraged. Topics developed partly through questions I ask during class (discussion among students); students urged to ask questions and make comments. For those who are interested, there is an accompanying 2-credit lab (PBIO 5132) which is offered only fall quarter.

Class time: 90% lecture, 10% discussion

Workload: 40 pages of reading per week, 3 exams, 3 quizzes

Grade: 50% mid-quarter exam(s), 33% final exam, 17% quizzes

Exam format: varied question style, with most being short essay (require students to interpret experimental results or to synthesize or integrate material and use info they have encountered)

PBIO 3960 RESEARCH TOPICS IN PLANT BIOLOGY

(Last taught: F93) prereq Biol 1103 or Biol 3012, 1 cr

Instructor: RUBENSTEIN I

General Ed Req: (CSOM: B)

Provide students with an understanding of research in Plant Biology and how faculty approach scientific problems. Provide an opportunity for students to meet with faculty to discuss careers in science. Encourage students to participate in research opportunities as undergraduates working in a professor's lab.

Class time: 75% lecture, 25% discussion

Workload: four 2 page summaries of talks, graded S/N.

Grade: 100% written reports/papers

Exam format: none

PBIO 5105 MORPHOLOGY OF VASCULAR PLANTS

(Last taught: W94) prereq Biol 1103 or Biol 3012 or #, 5 cr

Instructor: MAY G

General Ed Req: (CSOM: B)

The morphology of vascular plants is examined using an evolutionary approach that integrates lecture, discussion and laboratory experiences. Vascular plants have undergone radical changes in their vegetative and reproductive morphology during evolution. In the lecture and discussion periods, we will draw out the basic principles of plant morphology and apply them to groups of vascular plants. During discussion periods, current literature addressing problems in plant morphology is presented by the students. Laboratory exercises give students hands-on experience in examining the morphology of plants and practice in constructing phylogenetic trees. The course is designed to involve students in lively discussion and participation and requires preparation by both the faculty and students.

Exam format: short answer, essay, problem solving

PBIO 5111 PLANT CELL, TISSUE AND ORGAN DEVELOPMENT

(Last taught: W94) prereq Biol 1103 or Biol 3012, 5 cr

Instructor: BIESBOER D

General Ed Req: (CSOM: B)

Plant Cell, Tissue and Organ Development is a course that combines a study of developmental plant anatomy with a brief look at the

morphology and phylogeny of the seed producing plants. The course covers the structure of meristems and how they give rise to a mature plant, cell types in mature plant tissues, the primary and secondary bodies of plants with an emphasis on the structure of wood and a thorough study of the anatomy and development of flowers. Students make extensive use of the light microscope in the laboratory; photomicroscopy including standard darkroom techniques; and are assigned a project in microtechnique to learn how to prepare plant materials for anatomical observation.

Class time: 40% lecture, 10% discussion, 50% laboratory

Workload: 50 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 25% final exam, 25% lab work

Exam format: short answer, essays

PBIO 5131 SURVEY OF PLANT PHYSIOLOGY

(Last taught: F92) §3131; prereq Biol 1103 or Biol 3012, BioC 3031 or ¶ or Biol 5001, 4 cr

Instructor: SOULEN T!!Morse Alumni Teaching Award Winner!!
General Ed Req: (CSOM: B)

This course is identical to PBIO 3131 except that students meet for an additional hour each week. See 3131 for further details. In 5131, each student selects a current journal article, presents a critical analysis of it, and then leads a discussion of the paper, which everyone is to have read before the presentation. 20% of each student's grade is based on his/her critique.

Class time: 85% lecture, 15% discussion

Workload: 40 pages of reading per week, 3 exams, 1 journal article critique, 3 quizzes

Grade: 40% mid-quarter exam(s), 26% final exam, 14% quizzes, 20% in-class presentations

Exam format: varied question style, with most being short essay

PBIO 5141 PLANT CELL BIOLOGY

(Last taught: F92) prereq Biol 5004 or equiv, 4 cr

Instructor: WICK S

General Ed Req: (CSOM: B)

This course concentrates on reading and discussing journal articles (from the recent 2-3 years, primarily) that deal with various topics in plant cell biology. There is a short lecture introducing each topic, but the majority of class time is spent analyzing experiments described in the journal articles and discussing the significance of the reported results. Previous experience in reading research papers is not necessary. By the end of the course, students are expected to gain familiarity with current questions being investigated in plant cell biology, basic techniques used in the study of these questions, and skills for critical reading of scientific papers.

Class time: 20% lecture, 80% discussion

Workload: 30 pages of reading per week, Midqtr assessment is take-home critique of pub. article, final project is short res. proj

Grade: 33% mid-quarter exam(s), 33% final exam, 33% class participation

Exam format: midquarter "exam" is a critique of a paper, final is research project proposal

PBIO 5203 HERBARIUM TECHNIQUES

(Last taught: W94) prereq 1009 or 3201 or equiv, 1 cr

Instructor: CHOLEWA A

General Ed Req: (CSOM: B)

This course exposes students to standard practices in museum curation as they apply to herbaria (e.g., specimen preparation, loans and exchanges of specimens, fumigation). Since herbarium curation is tied closely with the field of plant systematics, some basics of taxonomy are also discussed (e.g., classification systems, nomenclature, basic references). This class is designed as an internship in which there is a short lecture followed by the students actually assisting with various tasks in the Herbarium.

Class time: 30% lecture, 70% working in the Herbarium

Workload: 3 pages of reading per week, all work done during designated class time with one small project required of grad student
Grade: 80% special projects, 15% in-class presentations, 5% class participation, 100% class is S/N

Exam format: Verbally critiqued on how well they performed assigned curation tasks, participation in discussions, and student presentations.

PBIO 5231 INTRODUCTION TO THE ALGAE

(Last taught: F92) prereq 10 cr in botany or biology or #, 5 cr

Instructor: MCLAUGHLIN D

General Ed Req: (CSOM: B)

Lectures cover algal morphology, taxonomy, and evolution with briefer treatment of cytology, habitats and economic importance. Greater emphasis is placed on fresh water than marine algae. Laboratory closely parallels the lectures and mainly involves analysis of living organisms and learning to identify algae from various natural habitats. Techniques for isolating algae into culture are taught but the amount of student effort devoted to this topic depends on the students interest. One lab involves scanning electron microscopy.

Class time: 33% lecture, 67% laboratory

Workload: 50 pages of reading per week, 3 exams, 1 brief lab report on identifications and/or isolations

Grade: 15% special projects, 10% quizzes, 75% 3 - hour exams

Exam format: a mixture of definitions, diagrams, short essay and multiple choice

PLANT PATHOLOGY

PLPA 1002 PLANT DISEASES AND YOUR GARDEN

(Last taught: F93) no prereq, 2 cr

Instructor: MACDONALD D!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

This course places major emphasis on the development of each student's problem-solving skills and will, as far as is practical, utilize plant problems about which at least some of the students have first-hand knowledge and concerns. The actual course content will vary from year to year and will be determined as much as possible by the plant diseases that have occurred during the previous summer. The students will learn: 1) to look at plants in a new way to see how those plants deviate from "normal", 2) to determine likely causes of those deviations and then 3) to test the validity of their preliminary diagnoses. Because no really appropriate text exists, students will receive handouts and library reading assignments to provide them with factual information beyond that presented-developed in class. Because several plant problems will be under investigation at any one time, students will work in small groups to solve individual "disease situations". Oral presentations by each working group will be used to summarize the steps in and the results of the problem solving processes that each group developed and to share the important facts about the various plant diseases with other members of the class.

Class time: 30% lecture, 10% discussion, 40% laboratory, 20% slides and movies

Workload: 15 pages of reading per week, 3 exams

Grade: 60% quizzes, 10% in-class presentations, 30% problem solving

Exam format: essay

PLPA 1003 DISEASES OF TREES AND TURFGRASS

(Last taught: W94) no prereq, 2 cr

Instructor: ASH C

General Ed Req: none

This course is designed to introduce basic scientific principles which you will be able to use for the rest of your life, not just until the end of the quarter. How do we determine when something is diseased, what causes it and whether or not we need to do something about it? Specifically, this class deals with tree and turf problems—two groups of plants that most everyone will own or be surrounded by for the rest of their lives. In our first step towards problem identification, we'll

learn how to identify some of the common trees and turf grasses in Minnesota and take a quick look at what they need to grow. Next, we'll review the history of plant pathology and look at the science that went into it's development. We'll work with microscopes and plant pathogens in the lab—but continue to emphasize the development of field diagnostic skills. The general concept of plant health care, a holistic approach to a healthier environment will be emphasized. Textbooks are optional; Diseases of Trees and Shrubs will be available at the Bookstore and a Compendium of Turfgrass Diseases can be ordered. Informal discussion/help sessions will be held one hour before class for anyone interested.

Class time: 30% lecture, 15% discussion, 50% laboratory, 5% creative thinking/problem solving

Workload: 10 exams, 1 paper, 1 disease collection

Grade: 20% final exam, 10% written reports/papers, 50% quizzes, 5% lab work, 5% class participation, 10% disease collection

Exam format: short answer, some essay; may also include some multiple choice, fill-in-the-blank

PLPA 3002 MANAGEMENT OF HORTICULTURAL CROP DISEASES

(Last taught: W94) prereq Biol 1009 or equiv, 4 cr

Instructor: MACDONALD D!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

Plants are vulnerable to many diseases. Roses, for example, can fall victim to as many as 41 different maladies. It would obviously be very difficult to learn all the important details about each plant disease affecting horticultural crops grown in the Upper Midwest. This course provides instead an introduction to both the characteristics, biology, and effects of the living (fungi, bacteria, nematodes, etc.) causes of plant disease as well as a description of the effects of nonliving causes of disease and information about how the stresses produced by one agent may accentuate disease development due to other pathogens or incitants. The study of the dynamic interactions between the plant, the cause of the disease, and the environment can provide an exciting way to develop a synthesis of information learned in plant production and other bioscience courses. Representative plant diseases are studied to illustrate both how, why, and when each type of causal agent can cause a disease and how that disease may be avoided, minimized or otherwise controlled.

Class time: 30% lecture, 10% discussion, 60% laboratory

Workload: 36 pages of reading per week, 6 exams, 2 papers, 2 oral conferences (15 minutes duration); 3 of the exams are take home quizzes

Grade: 25% mid-quarter exam(s), 25% final exam, 25% quizzes, 25% problem solving

Exam format: quizzes - short answer, essay; exams mostly multiple choice with some essay

PLPA 3004 AIR POLLUTION, PEOPLE AND PLANTS

(Last taught: W94) prereq Chem 1052, Biol 1009 or equiv, 3 cr

Instructor: KRUPA S

General Ed Req: none

Although air pollution has been known to people even before the birth of Christ, its continuously growing importance has been the result of the industrial revolution. Today human influence is known to adversely affect the beneficial ozone layer in the upper atmosphere (the ozone hole) and in addition, cause possible global warming. Besides these concerns, air pollution can cause direct negative effects on our health and on our welfare (e.g., crops and forests). As developed nations move towards curbing air pollution, developing nations will have difficulty meeting this goal, because of their rapidly increasing population (e.g., India), poverty, illiteracy and starvation. Thus, as we

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

move towards the 21st Century we need to become more fully aware of the complexities of air pollution, global climate change, and their impacts on human health and welfare in order to stimulate greater societal response locally, nationally and at the international level. Course topics include: 1) the earth we live on and our climate; 2) air pollution - how does it alter our climate, human health and crops and forests; 3) how can we control air pollution and global climate change at the international level.

Class time: 66% lecture, 33% discussion

Workload: 30 pages of reading per week, 1 paper, 4 papers as a member of a group of four others

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

PLPA 3090 RESEARCH IN PLANT PATHOLOGY

(Last taught: W94) prereq 1001 or equiv or #, 0 cr

Instructor: STAFF

General Ed Req: none

This is an opportunity for undergraduate students to explore research areas in plant pathology with faculty in that department. Research experiences may involve study of microorganisms that cause plant diseases. The ecology, biological control, genetics, biochemistry, physiology, molecular biology of these microorganisms and their interactions with plants will also be studied. Students would decide upon a research problem in conjunction with their advisor. Student assignments are individualized to suit objectives of research problem so in most cases it involves problem solving and lab work.

Class time: 100% Individual instruction

Workload: Student assignment are individualized to suit objectives of research problems.

Exam format: May not have exam. Will depend upon the agreement between faculty member and faculty advisor.

PLPA 5002 INTRODUCTORY PLANT PATHOLOGY

(Last taught: F92) prereq 14 cr plant sci or #, 5 cr

Instructor: MACDONALD D!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

There are many different causes of plant disease. This course attempts to introduce students to both the nonliving (abiotic like air pollution) and the living (biotic like bacteria, fungi, etc) causes of plant disease. The characteristics of biotic agents (pathogens) are described and representative plant diseases are studied to illustrate how such pathogens and their susceptes interact to cause what we call a "plant disease". Environmental factors receive quite a bit of attention since they affect both the pathogen and the suscept and a plant disease cannot occur unless the environment is "right". The laboratory emphasizes "hands-on" experience working with the various pathogens. Living and preserved material is used to illustrate the characteristics ("signs and symptoms") of plant diseases. Students may choose either a quiz-exam format or a "disease situation" route as the basis for determining their course grade.

Class time: 40% lecture, 60% laboratory

Workload: 40 pages of reading per week, 7 exams, 3 papers, much of disease situation effort occurs during 2nd half of the course, minimum 3 papers

Grade: 20% mid-quarter exam(s), 40% final exam, 20% quizzes, 20% problem solving, prior criteria is for quiz/exam format, 100% for the disease situation format.

Exam format: 75% multiple choice, 25% short answer, lab exam is 100% completion.

PLPA 5005 PLANT VIRUSES AND VIRUS DISEASES

(Last taught: F92) prereq 20 cr biology related coursework...5002 rec or #, 3 cr

Instructor: LOCKHART B

General Ed Req: none

Effects of viruses on host plants: their transmission, epidemiology, identification, diagnosis, and control. Texts: Walkey, D.G.A., 1991 'Applied Plant Virology'; Gibbs and Harrison. 1976 'Plant Virology: The principles'; Commonwealth Mycological Institute/Assoc. of Applied Biologists 'Descriptions of Plant Viruses'. Students will get plenty of "hands-on" experience in labs.

Class time: 45% lecture, 10% discussion, 45% laboratory

Workload: 50 pages of reading per week, 2 exams

Grade: 60% final exam, 10% special projects, 30% lab work

Exam format: true-false (20%); one-to a few-word answers (20%);

essay (60%)

PLPA 5050 FOREST PATHOLOGY

(Last taught: S93) prereq Biol 1103 or equiv, 4 cr

Instructor: BLANCHETTE R

General Ed Req: none

This course is an introductory survey of the diseases that affect forest and shade trees. It is open to all students interested in learning more about tree health and is essential to anyone seeking a career in the field of Natural Resources. The course should also be valuable for individuals just interested in maintaining healthy trees on private or public lands. The course will cover information about basic biological principals concerning tree diseases and ecological relationships among trees, microbes and the environment. There are two laboratory sessions per week that provide valuable experience in identifying the major diseases of trees, learning about the biology of these unusual and interesting organisms and deciding on the most appropriate integrated control procedures. Using lectures, discussions and laboratory sessions we will develop an understanding of tree disease concepts that you can put to use in your everyday life.

Class time: 50% lecture, 50% laboratory

Workload: 25 pages of reading per week, 3 exams, 1 laboratory project

Grade: 60% mid-quarter exam(s), 30% final exam, 10% special projects

Exam format: short answer, essay

PLPA 5107 MYCOLOGY: BASIDIOMYCETES

(Last taught: S93) prereq 5105 or MicB 3103 or #, 4 cr

Instructor: MCLAUGHLIN D

General Ed Req: none

This course provides an introduction to basidiomycetes, i.e., rusts, smuts, jelly fungi, polypores, gilled mushrooms, puffballs, stinkhorns and related fungi. In lecture morphology, ecology, classification and evolution are covered for each group. Current topics will be dealt with in four discussion sessions using recent journal articles. In the laboratories living and preserved specimens are examined using light microscopic and cultural techniques. Traditional and computer keys are used to identify common basidiomycetes. Readings are assigned and Miller, "Mushrooms of North America", is used in the laboratory.

Class time: 30% lecture, 10% discussion, 60% laboratory

Workload: 20 pages of reading per week, 2 exams, 2 lab reports

Grade: 25% mid-quarter exam(s), 38% final exam, 25% lab work, 12% class participation

Exam format: essay, matching, short answers

PLPA 5201 BIOLOGY OF PLANT DISEASES

(Last taught: F93) prereq Biol 3012 or equiv, 3 cr

Instructor: PERCICH J

General Ed Req: none

Principles and concepts of plant diseases caused by selected bacteria, fungi, viruses and nematodes. In-depth presentation of pathogen biology (life cycles, dispersal), factors that cause disease (pathogen virulence, host susceptibility and environment); and interaction of pathogen with the plant (physiology, defense mechanisms, genetics). Epidemiology (disease forecasting and dynamics) and control (integrated biological and chemical) measures appropriate to plant diseases.

Class time: 60% lecture, 40% discussion

Workload: 20 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: essay

PLPA 5202 BIOLOGY OF PLANT DISEASES LABORATORY

(Last taught: F93) prereq 5201 or 5201, 2 cr

Instructor: PERCICH J

General Ed Req: none

Laboratory and experimental approaches emphasizing plant pathogen identification, isolation, culture, inoculation and recovery from infected plants. Plant and pathogen interactions illustrating pathogenesis and plant defense mechanisms.

Class time: 100% laboratory

Workload: 10 pages of reading per week

Grade: 100% lab work

Exam format: essay

PLPA 5214 PLANT VIROLOGY

(Last taught: F93) prereq PBio 3012 or equiv, 4 cr

Instructor: BANTTARI E

General Ed Req: none

The lectures in the first half will cover the effects of viruses on host plants, their transmission, epidemiology, identification, diagnosis and control. In laboratory, commonly used techniques for virus transmission, diagnosis and control will be demonstrated first by the instructor and practiced by students. "Hands-on" experience will be required in all laboratory exercises. The text used in the course is by Walkey, D.G.A. 1991, "Applied Plant Virology, edit. Chapman and Hall. Other references will be available on Reserve in the Plant Pathology Library. The second half of the course will deal with viruses as macromolecules rather than as pathogens. Methods for isolation and biochemical, biophysical and molecular characterization of plant viruses will be treated. Laboratory exercises will include centrifugation and ultracentrifugation, electron microscopy, analysis of viral proteins and nucleic acids by polyacrylamide and agarose gel electrophoresis and immunoblotting. Emphasis is placed on the applicability of these techniques to a range of subject areas in addition to virology.

Class time: 60% lecture, 10% discussion, 30% laboratory

Workload: 40 pages of reading per week, 2 exams, 3 laboratory reports

Grade: 60% final exam, 30% lab work, 10% laboratory reports

Exam format: essay, short responses, diagrams of viruses, diagnostic techniques, disease identification

PLPA 5215

(Last taught: S93) no prereq, cr

Instructor: RAGSDALE D

General Ed Req: none

This course is designed to introduce the concepts of insects as vectors of plant disease agents. The majority of the course focuses on the insect group Heteroptera (leafhoppers, planthoppers, and aphids) and the pathogen groups of viruses and mollicutes (simple single wall bacteria). Each topic is introduced using recent review articles or book chapters as the principle source material and concludes with a discussion of one or more recent journal articles. There is no text required and all readings are on reserve in either the Entomology or Plant Pathology library. Lecture topics range from the ecology of the vector species to current strategies used to control the spread of insect vectored pathogens.

Class time: 80% lecture, 20% discussion

Workload: 40 pages of reading per week, 2 exams, 6 papers

Grade: 40% mid-quarter exam(s), 40% final exam, 20% in-class presentations

Exam format: half short answer (1-2 sentences) and half essay requiring 1 or 2 paragraphs i.e., answers which will synthesize factual knowledge

POLISH

PLSH 1104 INTERMEDIATE POLISH

(Last taught: F92) prereq 1103 or #, 4 cr

Instructor: POLAKIEWICZ L !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

The aim of Polish 1104 is to cover the material contained in lessons 16-21 in Oscar Swan's 'First Year Polish' and Leonard A. Polakiewicz's 'Supplemental Materials for First Year Polish'. We will continue striving to develop proficiency in reading, writing, listening and

speaking.

Class time: 20% lecture, 80% grammatical drills; brief compositions and conversation

Workload: 1 unit per week reading; 5 exams per quarter; 6 hours of lab per week

Grade: 30% final exam, 25% quizzes, 25% class participation, 20% final oral exam

Exam format: fill-ins, translations (English to Polish), answering questions in Polish, brief essays

POLITICAL SCIENCE

POL 1001 AMERICAN GOVERNMENT AND POLITICS

(Last taught: W93) no prereq, 5 cr

Instructor: STIMSON

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is a survey of basic issues in American politics. Its emphasis is on politics more than government. The approach to be taken is to emphasize American politics as it is seen in current political science. It will stress those issues of theory and research which are interesting to political scientists over the traditional alternative - historical development, facts, and building blocks. Topic emphasis and course structure will vary between independent discussion sections.

Class time: 100% lecture

Workload: 125 pages of reading per week, 2 exams, additional assignments in sections

Grade: 33% mid-quarter exam(s), 33% final exam, 33% up to section

Exam format: multiple choice for lecture materials, section grading TBA

POL 1025 WORLD POLITICS

(Last taught: F92) no prereq, 4 cr

Instructor: DUVAL R !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is designed to provide students with an introduction to the conceptual and theoretical tools used to analyze international politics in a systematic fashion. It is also intended to introduce students to contemporary debates about certain issues in international relations. A variety of subject matters will be covered in an attempt to provide an overview of a large field of study. Emphasis will be placed on developing analytical skills and a conceptual understanding of international activity, rather than on memorization of names, places, and dates. It is assumed that students will have an interest in international affairs and will follow current international news reporting. There are no prerequisites for this course.

Class time: 90% lecture, 10% discussion

Workload: 125 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay and short answer (identification)

POL 1025 WORLD POLITICS

(Last taught: F93) no prereq, 4 cr

Instructor: FREEMAN J !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

World Politics introduces students to the study of international relations and also to the debates over certain global issues. In the first part of the quarter we examine some of the theoretical frameworks scholars use to investigate the relations between nations and nation-states. We also examine various explanations for war and for the

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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global distribution of wealth. The emphasis is on developing analytical skills rather than on memorizing names and dates in this first part of the course. In part two, we take a closer look at some global political issues, including the threat posed by nuclear proliferation and the deteriorating quality of life of many of the world's people.

Class time: 95% lecture, 5% discussion

Workload: 100 pages of reading per week, 3 exams

Grade: 60% mid-quarter exam(s), 40% final exam, 2 mid-quarter exams

Exam format: short answer and essay

POL 1041 CONTEMPORARY POLITICAL IDEOLOGIES

(Last taught: W93) no prereq, 4 cr

Instructor: BALL T

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

This course offers a historical, comparative, analytical and critical perspective on major ideologies - liberalism, conservatism, communism, fascism - and on newer emergent ideologies such as feminism, gay liberation, animal rights, and environmentalism. Main theme of course is the importance and indispensability of ideas in political and social life. Course format includes lectures by professor Ball, guest speakers representing different ideological perspectives, and videos made especially for this course.

Class time: 80% lecture, 10% closed-circuit TV, 10% discussion

Workload: 120 pages of reading per week, 2 exams, 2 papers, weekly journals

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 10% quizzes, 10% weekly journal

Exam format: matching, multiple choice, identification, true/false

POL 1041 CONTEMPORARY POLITICAL IDEOLOGIES

(Last taught: F93) no prereq, 4 cr

Instructor: FOGELMAN E

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

In this course we examine major ideologies that affect present-day politics, including democracy, nationalism, capitalism, feminism, Islamic fundamentalism, and others. We discuss the values, beliefs, goals, and program of action of each ideology as well as the central political issues it addresses. The main purpose is to clarify and compare the distinctive ideas of important contemporary ideologies.

Class time: 80% lecture, 20% discussion

Workload: 2 exams, 1 paper

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

Exam format: definitions, identifications

POL 1054 INTRODUCTION TO COMPARATIVE POLITICS

(Last taught: W93) no prereq, 4 cr

Instructor: DAVIDHEISER E

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Politics of democratic and authoritarian regimes; regime types; organization of interests; political development; political economy; comparative method; focus on domestic politics of a range of countries.

Class time: 65% lecture, 35% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: short answer, essay

POL 3051 INTRODUCTION TO POLITICAL ANALYSIS

(Last taught: W94) no prereq, 5 cr

Instructor: HOLT R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The first 25% of this course focuses on an introduction to some of the important theoretical issues in the study of politics particularly those relating to the establishment and maintenance of democratic government. The middle half of the course deals with the organization and operation of different types of political systems - presidential, parliamentary, pluralist, corporatist, etc. The final 25% of the course address some of the research problems involved in the systematic study of politics and the methods used to solve these problems. Several new textbooks are being reviewed for possible use.

Class time: 66% lecture, 33% discussion

Workload: 60 pages of reading per week, 3 exams

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

Exam format: essay

POL 3085 INTRODUCTION TO POLITICAL RESEARCH

(Last taught: W94) prereq 3051 or #, 4 cr

Instructor: FLANIGAN W

General Ed Req: (CLA: A*)

This course is an introduction to empirical research techniques. Some of the questions we will examine include setting up a research question and a proper research design, collecting data, and some basic techniques of data analysis. The course includes several computer exercises.

Class time: 85% lecture, 10% discussion, 5% laboratory

Workload: 75 pages of reading per week, 3 exams, computer exercises

Grade: 50% mid-quarter exam(s), 25% final exam, 15% computer exercises

Exam format: short answer, short essay

POL 3085 INTRODUCTION TO POLITICAL RESEARCH

(Last taught: F93) prereq 3051 or #, 4 cr

Instructor: RICHARDS D

General Ed Req: (CLA: A*)

This course is an introduction to empirical research techniques. Some of the questions we will examine include setting up a research question, developing a model, proper research design, and some basic techniques of data analysis such as regression. The course includes several problem sets and some computer exercises.

Class time: 85% lecture, 10% discussion, 5% laboratory

Workload: 125 pages of reading per week, 2 exams

Grade: 20% mid-quarter exam(s), 50% final exam, 30% problem solving

Exam format: short answer, short essay

POL 3306 THE AMERICAN PRESIDENCY

(Last taught: W94) prereq 1001 or equiv or #, 4 cr

Instructor: JACOBS L

General Ed Req: none

No single individual in the American political system is the subject of such high expectations as the president. This course will examine the president's political and constitutional power in both domestic and foreign policy matters. It will explore the nomination and election of the president as well as the chief executive's relations with Congress and the bureaucracy. Among the questions the course will pursue are the following: does the president have sufficient authority to satisfy the high expectations that Americans have of him? Or, is the president in a "no-win" situation? Finally, and perhaps more fundamentally, should presidents be expected to dominate American politics?

Class time: 60% lecture, 40% discussion

Workload: 75 pages of reading per week, 2 exams, 1 paper

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

Exam format: multiple choice, essay

POL 3308 THE UNITED STATES CONGRESS

(Last taught: S93) prereq 1001 or equiv or #, 4 cr

Instructor: SMITH S

General Ed Req: none

This course is designed as a general introduction to legislative politics in Congress. By the end of the term you should understand the mechanics of the legislative process and the congressional budget process, the functions of parties, committees, and leaders within Congress, and the distribution of power in the House and Senate and how it has changed in recent decades, the nature of relations between Congress and the executive branch, and the ways in which campaigning and governing are interconnected.

Class time: 80% lecture, 20% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: multiple choice, essay

POL 3323 CIVIL LIBERTIES IN AMERICA

(Last taught: F92) prereq 1001 or equiv or #, 4 cr

Instructor: SULLIVAN J

General Ed Req: none

Reading: books on McCarthyism, FBI spying in the civil rights movement, public opinion/political tolerance, and cases involving the Bill of Rights. Videos: on aforementioned plus racism, enemy-making, the CIA, political correctness in campus. Essays: 2-5 page essays clarifying student's views on racist speech, PC on campus, affirmative action. Discussions: several discussion sections to clarify points of view on these issues. Exam: final exam requires answering a broad, analytic question tying together the themes from throughout the quarter.

Class time: 25% lecture, 50% closed-circuit TV, 25% discussion

Workload: 100 pages of reading per week, 1 exam, 3 papers, 5 quizzes

Grade: 33% final exam, 33% written reports/papers, 33% quizzes
Exam format: quizzes - short answer, multiple choice; final exam - essay

POL 3331 MINNESOTA GOVERNMENT AND POLITICS

(Last taught: F93) 1001 rec, 4 cr

Instructor: BACKSTROM C

General Ed Req: none

Broad and detailed consideration of Minnesota's demography, culture, constitution, public opinion, political parties, interest groups, elections, governor, legislature, courts, local government, and policy. Lecture, discussion, group project, essay exams. Books: Gieske, "Minnesota Government and Politics", Hanson, "Tribune of the People", "Guidebooks of MN Agency Services."

Class time: 50% lecture, 20% discussion, 30% group project on Minnesota policy

Workload: 40 pages of reading per week, 2 exams, 1 paper, 1 group presentation, with paper

Grade: 30% mid-quarter exam(s), 40% final exam, 25% special projects, part of grade determined by group presentation, all group members receive same grade

Exam format: essay

POL 3352 FIELDWORK IN THE LEGISLATURE

(Last taught: W94) prereq 1001 or equiv, 4 cr

Instructor: BACKSTROM C

General Ed Req: none

Students arrange (in advance!) an internship with a state legislator. Class meets as a seminar once a week on aspects of the legislative process. Books include Davies, "Legislative Law and Process", and Hanson, "Tribune of the People". Analytical paper on the legislative process. Students should arrange their own internship by personally contacting a legislator, or the MN House or Senate Intern Coordinator. Do this in November or December 1993 for the best assignments.

Class time: 20% discussion, 80% participant/observer

Workload: 20 pages of reading per week, 1 paper, 15 part-time internship

Grade: 100% written reports/papers

POL 3661 DEMOCRATIC THEORY

(Last taught: S93) prereq 3051 or 9 cr social science or #, 4 cr

Instructor: DISCH L

General Ed Req: none

This is an intermediate level course that examines democracy and citizenship from different theoretical and ideological perspectives. Three questions that will be central to the course this quarter are, how is democracy defined in the United States? What are the theoretical

roots of democracy in the United States? and, how democratic is the United States? Authors to be examined may include the following: James Madison, Alexis de Torqueville, Robert Dahl, Benjamin Barber, Hanna Pitkin and Derrick Bell.

Class time: 60% lecture, 40% discussion

Workload: 75 pages of reading per week, 1 paper, several short papers of 1-2 pages each

Grade: 100% written reports/papers

POL 3739 THE POLITICS OF ETHNIC COMMUNITIES

(Last taught: W93) prereq 6 cr in social science, 4 cr

Instructor: NIMTZ A !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: CP) (CBS: CP)

What similarities are there, if any, between the conflicts in South Africa, Lebanon, Northern Ireland, Sri Lanka, and Israel. Why does racial and ethnic conflict persist in so many regions of the world. To what extent does racial conflict in the U.S. reflect underlying class conflict. How is ethnic/racial oppression similar and different from sexual oppression. These are some of the questions that this course will address and attempt to answer. It is an introductory examination of the role of ethnicity and/or race in the political process with particular emphasis on political strife. Throughout the course an effort will be made to formulate hypotheses to explain the whys and hows of ethnic conflict. To this end the course has a comparative perspective, drawing on the experiences of very diverse settings in order to make generalizations. However, the primary focus will be the Black experience in the U.S. and South Africa. Data from other communities in the U.S. and elsewhere will be employed to make contrasts. An important aspect of the analysis will focus on the relative importance of ethnicity/race and class in explaining political conflict.

Workload: 1 exam, (midquarter and short paper) or research paper
Grade: 50% final exam, (25% short paper & 25% midquarter) or 50% research paper

POL 3751 FIELDWORK IN POLITICS

(Last taught: F92) prereq 1001 or equiv, 4 cr

Instructor: BACKSTROM C

General Ed Req: none

Students in this course join a political campaign as a volunteer worker. This participation brings them into contact with candidate, manager, campaign committee members, volunteers, and the electorate. Out of this experience, the student analyzes the whole campaign - how the relationship of all parts yields the final electoral result. Students write papers encompassing their analysis, which includes an assessment of the public opinion climate, the candidate's personal qualities, the previous election behavior of the constituency, campaign organization, strategy, and tactics. Students may conduct or use opinion polls. They also gather and analyze aggregate election data. Students arrange their own internships, but may receive suggestions from the instructor. The student should plan to spend at least 10 hours per week working for the candidate. Students share observations during a weekly seminar.

Class time: 20% lecture, 30% discussion, 70% field work

Workload: 1 paper, lab work, computer analysis of data

Grade: 100% written reports/papers

POL 3810 TOPICS IN INTERNATIONAL POLITICS AND FOREIGN POLICY: POLITICAL ECONOMY OF SMALL EUROPEAN STATES

(Last taught: F93) no prereq, 4 cr

Instructor: KINDLEY R

General Ed Req: none

This course is designed to introduce students to the problems of small

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

state participation in the international economy and the adjustment of domestic political and economic structures to that imperative. It is also meant to draw lessons from that experience generalizable to the rest of Europe, the US and to the nations of other regions as well. The post-Cold War shock now means that peace and prosperity depend on how well Europeans manage economic reintegration and the social and political uncertainty that accompanies it. Though Germany, France and the US may grab the headlines, most of the states of Europe are small; those states being absorbed into Europe are small and the large are experiencing demands for devolution. Hence we intend to reorient students' perspectives on European political economy from simplified versions of post-Cold War privatization and EC issues to insights about fundamental institution building for an internationalized 21st century that only the small European state experience can provide.

Class time: 80% lecture, 20% discussion

Workload: 70 pages of reading per week, 3 exams, 1 paper

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

Exam format: identification of terms, essay

POL 3835 THE INTERNATIONAL SYSTEM

(Last taught: F93) no prereq, 4 cr

Instructor: OREN I

General Ed Req: none

The objective of this course is to introduce you to the two major theoretical approaches to study of int'l relations—the realist and liberal paradigms. Realist and liberal theorists view int'l affairs through different sets of “lenses”. We will begin by comparing the basic theoretical assumptions which constitute these lenses. Subsequently we will examine in more detail the differences between realist and liberal views on a broad (though not exhaustive) range of issues: the nature of relations among nations, possibility of establishing (new) world order(s), utility of military power, role and nature of int'l trade, origins of war, existence and nature of national interest, and prospects for cooperation among nations in security, economic, and environmental affairs. My aim is to provide you with a set of conceptual tools that will allow you to analyze current issues as diverse as our trade with Japan, economic aid to the former Soviet Union, and international negotiations over protecting the ozone layer.

Class time: 100% lecture

Workload: 150 pages of reading per week, 2 exams, 2 papers

Grade: 50% final exam, 50% written reports/papers

Exam format: essay and short identifications

POL 5410 ADVANCED TOPICS IN GOVERNMENT AND POLITICS: POLITICS OF ENVIRONMENTAL MOVEMENTS

(Last taught: W94) prereq 3051 or non-political science grad or #, 4 cr

Instructor: HOLT R

General Ed Req: none

Environmental policy is a result of a political process. This course analyses and evaluates that process largely as it operates at the federal level in the United States. The primary focus for purposes of illustration is on clean air policies. Some time is spent on the scientific background including the nature and causes of air pollution, the crucial role of energy utilization, and the characteristics of policy instruments. The last two weeks of the course is reserved for reviewing some of the international aspects of air pollution and at the unique pollution problems of less developed countries.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 3 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay

POL 5471 POLITICS OF RUSSIA AND THE COMMONWEALTH OF INDEPENDENT STATES

(Last taught: W93) prereq 3051 or non-political science grad student or #, 4 cr

Instructor: DAVIDHEISER E

General Ed Req: none

Causes of revolution and the Bolshevik Revolution; sources of Stalinism; sources of stability and instability; democratization; institutional change; organization of interests; emerging institutions;

economic reform; ethnic politics; politics of the Commonwealth of Independent States.

Class time: 70% lecture, 30% discussion

Workload: 150 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers, short answer, essay

POL 5479 LATIN AMERICAN GOVERNMENT AND POLITICS

(Last taught: W93) §LAS 5479; prereq 3051 or non-political science grad student or #, 5 cr

Instructor: HOCHSTETLER K

General Ed Req: (CLA: WS) (CBS: WS)

This class will provide an overview of Latin American politics and political economy. Rather than attempt a comprehensive survey of the politics of all the countries of the region, it will focus on four critical issue areas in contemporary Latin America: 1) authoritarianism and democratization; 2) development, dependency and debt; 3) revolution and popular protest; 4) relations with international actors. We will use various theoretical approaches and country case studies to gain insight into these important areas. Throughout the course, we will balance a “top-down” view of politics from the standpoint of governments and political institutions with a “bottom-up” view of politics from the standpoint of the citizens of Latin American countries and their political participation. Everyone will choose a country to focus on during the quarter, not only for the paper, but also for class discussions and to answer selected exam questions.

Class time: 70% lecture, 30% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper, 1-2 very short (1 page) essays, for paper development

Grade: 25% mid-quarter exam(s), 25% final exam, 45% written reports/papers, 5% class participation

Exam format: essay

POL 5479 LATIN AMERICAN GOVERNMENT AND POLITICS

(Last taught: W94) §LAS 5479; prereq 3051 or non-political science grad student or #, 5 cr

Instructor: SIKKINK K

General Ed Req: (CLA: WS) (CBS: WS)

This class will provide an overview of Latin American politics and political economy. Rather than attempt a comprehensive survey of the politics of all countries of the region, it will focus on four crucial issue areas in Latin America today: 1) authoritarianism, human rights, and redemocratization; 2) development, debt, and free trade; 3) the role of social movements in promoting social, economic and political change; and 4) revolution and the U.S. response to revolution in Latin America. We will use a range of theoretical approaches and country case studies of Argentina, Chile, Brazil, Mexico, Peru, Nicaragua, and Guatemala to gain insight into these issue areas. Goals of the class are: a) to understand the most important theories for explaining Latin American politics and political economy; b) to learn the basic background and issues of Latin American politics; c) to strengthen critical thinking, research, and analytical abilities. As part of the Foreign Language Across the Curriculum program, in Winter of 1993, this course will be taught as a “linked course” with Spanish 3251 taught by Prof. O'Connell. The syllabi in the two courses will be coordinated so that each provides some background material for the other.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 34% written reports/papers

Exam format: essay and short answer

POL 5481 THE POLITICS OF NATIONAL ECONOMIC RELATIONS

(Last taught: W93) prereq 3051 or non-political science grad or #, 4 cr

Instructor: FREEMAN J !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

This course is devoted to the study of the connections between the polity and the economy, especially the connections between democracy and markets. The experiences of countries with democratic market systems are studied. Competing theoretical accounts of these experiences are critically evaluated. Selected political and economic

institutions then are singled out for closer examination. Among the topics covered in these sessions are the economics of voting, politics of money management, political business cycles, producer group politics, and the politics of privatization.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: short answer and essay

POL 5501 PRINCIPLES OF AMERICAN CONSTITUTION I

(Last taught: F92) prereq 1001 or equiv, 5 cr

Instructor: KRISLOV S

General Ed Req: none

This is a course in the distribution of powers in the American system, based upon Supreme Court decisions (the the second quarter, 5502, deals in similar fashion with civil liberties). The case method requires advance preparation, and permits considerable class discussion, both in interpreting the cases and of the broader issues raised. Among the major topics are the scope of judicial power (including such topics as whether the Supreme Court should control abortion policy), presidential authority under the Constitution (including war and emergench powers), and federalism vs. state power.

Class time: exact balance of class activities determined more by students than instructor

Workload: 50 pages of reading per week, work requires very close reading, much more intensive than most reading.

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers, includes 2 mock decisions

POL 5501 PRINCIPLES OF AMERICAN CONSTITUTION I

(Last taught: W94) prereq 1001 or equiv, 5 cr

Instructor: MCGUIRE K

General Ed Req: none

This is a course in the distribution of powers in the American system, based upon Supreme Court decisions (the the second quarter, 5502, deals in similar fashion with civil liberties). The case method requires advance preparation, and permits considerable class discussion, both in interpreting the cases and of the broader issues raised. Among the major topics are the scope of judicial power (including such topics as whether the Supreme Court should control abortion policy), presidential authority under the Constitution (including war and emergench powers), and federalism vs. state power.

Class time: exact balance of class activities determined more by students than instructor

Workload: 50 pages of reading per week, work requires very close reading, much more intensive than most reading.

POL 5656 DEVELOPMENT OF POLITICAL THOUGHT: MODERN

(Last taught: W94) prereq 1061 or 9 cr in social sciences, 4 cr

Instructor: DIETZ M !!CLA Distinguished Teacher Award!!

General Ed Req: none

The nineteenth and early twentieth centuries are often deemed the most explosive and revolutionary period in the evolution of Western political thought. In addressing this era—commonly called “modernity”—this course encompasses two overlapping themes. The first concerns the development of “grand theories” that offer historical and social analyses in response to emerging mass society, liberal democracy and capitalism (Hegel, Marx, de Tocqueville, Mill) and later reactions to them (Nietzsche, Weber, Freud, Lenin). The second theme addresses “the despairing turn” in modernity—the shift from

optimism and grand systematic theories of world transformation (Hegel, Marx) or liberal progress (Mill), to a growing unease and uncertainty (de Tocqueville), in light of the increasingly complex and fragmented life of the modern age (Nietzsche, Weber, Freud). Keeping these themes in mind, we will read and critically assess a select few of the major theorists of modernity and their social and political ideas. Emphasis will be placed on understanding the meaning and structure of these “thought systems,” as well as on the relevance of these theories for our comprehension of contemporary problems in social and political life.

Workload: 150 pages of reading per week, 1 exam, 2 papers

Exam format: varies

POL 5766 AMERICAN POLITICAL CULTURE AND VALUES

(Last taught: F92) prereq 3085 or equiv or #, 4 cr

Instructor: SULLIVAN J

General Ed Req: none

This is a research course. Each student will interview an ordinary citizen several times during the quarter, on topics such as patriotism, citizenship, racism, the presidential election, role of government, etc. Students will collect quantitative and qualitative data on themselves - their own values and opinions - as well as from the citizen they interview. Students will write a term paper locating themselves and their “interviewee” in terms of the broader political culture in the U.S.

Class time: 20% lecture, 40% discussion, 40% creation of joint research project

Workload: 70 pages of reading per week, 1 paper, (paper in a big one, with progress reports)

Grade: 50% written reports/papers, 15% in-class presentations, 25% class participation, 10% problem solving

POL 5767 PUBLIC OPINION AND VOTING BEHAVIOR

(Last taught: F92) prereq 1001 or equiv or #, 5 cr

Instructor: FLANIGAN W

General Ed Req: none

Major factors influencing electoral behavior in the American public; political attitude formation and changes; American political culture. Students analyze recent elections, public reaction to the Persian Gulf War, etc. with national survey data.

Class time: 50% lecture, 25% discussion, 25% laboratory

Workload: 60 pages of reading per week, 2 exams, 1 paper, 3 short data analysis exercises

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

Exam format: essay

POL 5810 ADVANCED TOPICS IN INTERNATIONAL POLITICS AND FOREIGN POLICY: CONTINUING PROBLEMS AND CONTENDING THEORIES IN INTERNATIONAL

(Last taught: W93) 1 Relations (prereq 3835 or non-political science grad student or #, 4 cr

Instructor: LEGRO J

General Ed Req: none

This course examines the relationship between major theories of, and current problems in, international affairs. The objective is to show how these sometimes dry and abstract theories have practical importance in the way that we address and attempt to resolve the issues that trouble states. We will investigate in-depth five major topics that may have been touched on in other classes: 1) explaining the “Long Peace” since WWII, 2) the rise and decline of major powers, 3) the inequality of wealth between nations, 4) the resolution of global environmental

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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concerns, and 5) the prohibition of war. Through lecture, discussion, and debate we will develop an understanding of the implications of ideas in world affairs today.

Class time: 40% lecture, 40% discussion, 20% debates, exercises

Workload: 125 pages of reading per week, 1 exam, 2 papers

Grade: 40% final exam, 40% written reports/papers, 20% class participation

Exam format: essay, short identification

POL 5883 INTERNATIONAL ORGANIZATIONS

(Last taught: W94) prereq 3835 or non-political science grad student or #, 4 cr

Instructor: DUVALL R !!Morse Alumni Teaching Award Winner; also CLA Distinguished Teacher Award!!

General Ed Req: none

In this course, we focus on patterns of governance in the international system. That is to say we ask "how the modern society of nations governs itself". In addressing this questions, we concentrate our attention on the institutions of the international system, where institutions are viewed, first, as the organized ensembles of norms and practices that structure international relations, and second as the formal organizations created, at least putatively, to facilitate collective action in dealing with issues that derive from the complexity interdependent character of the international system. Most of the term is devoted to the study of the latter type of international institution. It is not altogether clear just what the implications and consequences are of these increasingly prominent parts of the international system. Prominence does not necessarily imply positive significance. Nor is it entirely clear how and when these organizations are capable of effective action. It is to such uncertainties that we will address our attention in this course. Specifically, we will ask "what difference do the activities of international organizations make; what, if any, consequences do they have; what purposes do they serve?"

Class time: 30% lecture, 50% discussion, 20% group presentations

Workload: 150 pages of reading per week, 1 exam, 3 papers, 1 group presentation

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

Exam format: essay

POL 5885 INTERNATIONAL PEACE AND VIOLENCE

(Last taught: S93) prereq 3835 or non-political science grad student or #, 4 cr

Instructor: OREN I

General Ed Req: none

The course covers several topics pertaining to the occurrence of conflict and violence in international politics. These topics include deterrence theory, arms-races and arms-control, the causes of war, and ethical perspectives on war. Some of the reading assignments and parts of some of the lectures are mathematical in nature, but no mathematical knowledge is assumed beyond basic algebra.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week, 2 exams

Exam format: multiple choice, essays

POL 5886 INTERNATIONAL DIPLOMACY, BARGAINING, AND NEGOTIATION

(Last taught: W94) prereq 3835 or non-political science grad student or #, 4 cr

Instructor: LEGRO J

General Ed Req: none

The aim of this course is to provide a conceptual overview of how states relate to one another. Along the way we will touch on a variety of substantive issues and historical cases. The first segment of this course will look at the contents and historical development of diplomacy. It will further consider the uses and limits of such diplomatic tools as military power, economic statecraft and propaganda. The second segment is an analytic survey of negotiation. We will investigate the process of negotiation and the role of such factors as strategy, individual psychology, national style, power, domestic politics and organizations, and ethics. The course will also include several bargaining and negotiation simulations. It is assumed that students have some background in international politics. Political Science 3835 is a prerequisite.

Class time: 30% lecture, 40% discussion, 30% class excersizes and simulations

Workload: 125 pages of reading per week, 2 exams, 1 paper

Grade: 15% mid-quarter exam(s), 35% final exam, 35% written reports/papers, 15% class participation

Exam format: essay, short identification

PORTUGUESE

PORT 1001 BEGINNING PORTUGUESE

(Last taught: F93) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

Text: Travessia Vol I, Workbook Vol I, Dictionary English/Port-Port/English. The students learn elementary Portuguese, basic aspects of the language, such as: present tense (regular and irregular verbs), vocabulary about basic situations (greetings, family, descriptions, colors, clothing). Introduction to aspects of Brazilian culture.

Class time: 15% lecture, 15% closed-circuit TV, 60% discussion, 10% in-class exercises

Workload: 10 pages of reading per week, 3 exams, 8 quizzes

Grade: 15% mid-quarter exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

Exam format: essay questions, exercises for completion (fill in the blank)

PORT 1003 BEGINNING PORTUGUESE

(Last taught: S93) prereq 1002 or #, 5 cr

Instructor: STAFF

General Ed Req: none

Text: Travessia Vol I, Workbook Vol I, dictionary. Elementary Portuguese, cultural aspects: Portugal, Africa; basic grammar points: past tenses, possessives, pronouns, agreement (gender/number).

Class time: 15% lecture, 15% closed-circuit TV, 60% discussion, 10% in-class exercises

Workload: 10 pages of reading per week, 3 exams, 8 quizzes

Grade: 15% mid-quarter exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

PORT 1004 INTERMEDIATE PORTUGUESE GRAMMAR AND COMPOSITION

(Last taught: F93) prereq 1003, 5 cr

Instructor: STAFF

General Ed Req: none

Text: Travessia Vol II, Workbook II, Dictionary. Intermediate Portuguese: verbs (more elaborate tenses), short stories, cultural aspects.

Class time: 10% lecture, 20% closed-circuit TV, 70% discussion

Workload: 20 pages of reading per week, 3 exams, 1 presentation, 8 quizzes

Grade: 15% mid-quarter exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

PORT 1005 INTERMEDIATE PORTUGUESE

(Last taught: W94) prereq 1004, 5 cr

Instructor: STAFF

General Ed Req: none

Discussion of culturally related issues, review of grammatical structures, Brazilian and Portuguese TV, Brazilian music.

Class time: 15% lecture, 15% closed-circuit TV, 70% discussion

Workload: 10 pages of reading per week, 3 exams, 1 oral presentation

Grade: 15% mid-quarter exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

PORT 1006 INTERMEDIATE PORTUGUESE

(Last taught: S93) prereq 1005, 5 cr

Instructor: STAFF

General Ed Req: none

Text: Travessia Vol II, Workbook II, dictionary, class packet. Advanced aspects of Portuguese, discussion of cultural issues, Brazilian and Portuguese T.V.

Class time: 5% lecture, 15% closed-circuit TV, 70% discussion

Workload: 20 pages of reading per week, 3 exams, 1 presentation, 8 quizzes

Grade: 15% mid-quarter exam(s), 25% final exam, 20% quizzes,

10% in-class presentations, 20% class participation, 10% compositions

PORT 3003 CONVERSATION AND COMPOSITION

(Last taught: F93) prereq 1006 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

The course will concentrate on some practical situations as a pretext to practice conversation and composition. Some readings and discussions passing on some aspects of Brazilian culture will contribute to the improvement of language skills.

Class time: 20% closed-circuit TV, 80% discussion

Workload: 2 exams, 1 oral presentation

Grade: 20% mid-quarter exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 20% in-class presentations

PORT 5521 LITERATURE IN TRADITIONALIST/ EXPANSIONIST PORTUGAL

(Last taught: F92) prereq three 3xxx Port courses or Δ, 4 cr

Instructor: SOUSA R

General Ed Req: none

The course is a high-level, problem-oriented survey of Portuguese literature in the medieval and early modern periods (i.e., origins to about 1800). This offering will be organized around the problems involved in making literary histories of the period and will deal with many recognized literary "landmarks": i.e., the Gallician-Portuguese medieval songs, the playwright Gil Vicente, the poet Camoes, the poet Bocage. Taught in Portuguese.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 2 exams

Grade: 33% mid-quarter exam(s), 66% final exam, 1% I use "participation" to resolve borderline cases in grading.

Exam format: identification (i.e., short paragraph) and short essay

PSYCHOLOGY

PSY 1001 INTRODUCTION TO PSYCHOLOGY

(Last taught: W94) no prereq, 5 cr

Instructor(s): PETERSON G!!CLA Distinguished Teacher Award!!, OTHERS

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Psychology 1001 is an introduction to the scientific study of human behavior and a prerequisite for all advanced psychology courses. The course introduces the problems, methods, and findings of modern psychology to beginning students, and emphasizes the scientific analysis of behavior. Most of the regular class sessions, on Mondays through Thursdays, will include lectures by senior professors from the Department of Psychology. Each Friday, the class will meet in smaller discussion sections led by advanced graduate students. These sessions will provide an opportunity for questions, review, discussion, and group activities, including written assignments to be completed during the class period.

Class time: 80% lecture, 20% discussion

Workload: 65 pages of reading per week, 4 exams

Grade: 58% mid-quarter exam(s), 17% final exam, 25% problem solving

Exam format: multiple choice

PSY 1004 INTRODUCTORY LABORATORY PSYCHOLOGY

(Last taught: W94) 1004-1005=; prereq soph, 1001 or ¶, 4 cr

Instructor: STAFF

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

An introduction to the concepts and methods of laboratory experimen-

tation in psychology. Emphasis on the development of technical skills (e.g., measurement, scaling, statistics, graphical presentation) used in the design, execution, analysis, interpretation, and reporting of laboratory research. Small group and laboratory exercises employ problems from psychophysics, sensation and perception, and cognitive psychology.

Class time: 10% lecture, 10% discussion, 80% laboratory

Workload: 10 pages of reading per week, 8 exams, 5 papers, 4 problem sets

Grade: 12% final exam, 50% written reports/papers, 13% quizzes, 18% problem solving

Exam format: multiple choice on final; variety of things on quizzes

PSY 1005 INTRODUCTORY LABORATORY PSYCHOLOGY

(Last taught: W94) 1004-1005=; prereq 1004, 4 cr

Instructor(s): FOX P, PETERSON G !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course introduces students to the conduct of research in psychology, including the basics of describing and graphing data, planning and running an experiment, critiquing experiments, and writing about research findings. This knowledge will assist students in all other psychology courses they take. Students will complete a variety of different labs covering subject matter in animal learning, human learning, memory, and problem solving.

Class time: 40% lecture, 60% laboratory, small group activities

Workload: 15 pages of reading per week, 5 papers, 7 written assignments - answering particular questions

Grade: 33% final exam, 46% written reports/papers, 20% written assignments on lab preparation questions

Exam format: multiple choice

PSY 1011 CAREER DECISION MAKING

(Last taught: W94) prereq fr or soph or #, 2 cr

Instructor: KLEIN S

General Ed Req: none

Textbook is "Joyce Lain Kennedy's Career Book" 2nd edition. Course introduces a career decision making process and provides an opportunity to apply the process to personal career decision making. Students take the Strong Interest Inventory and Myers-Briggs Type Indicator (involves minimal fees). Course requires career research paper and two informational interviews.

Class time: 40% lecture, 30% discussion, 30% group and individual activities

Workload: 30 pages of reading per week, 3 papers, 2 informational interviews and 3 projects

Grade: 45% written reports/papers, 35% special projects, 10% in-class presentations, 10% class participation

Exam format: no exams

PSY 1011 CAREER DECISION MAKING

(Last taught: W94) prereq fr or soph or #, 2 cr

Instructor: KLEIN S

General Ed Req: none

Course is designed to acquaint students with a systematic approach to career decision-making that can be applied throughout life. Objectives: assist students in understanding themselves through identification of interests, values, skills, and personality. Introduce students to occupational resources that can aid career decision-making and goal setting. Class is very experiential, so attendance and class participation are extremely important. Extra fees of approximately \$10.00. Cannot be applied toward any CLA degree.

Class time: 50% lecture, 40% discussion, 10% class presentations

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirements satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

and speakers

Workload: 25 pages of reading per week, 6 papers, oral reports, interviews, interactive computer

Grade: 30% written reports/papers, 30% special projects, 15% in-class presentations, 15% class participation, 10% attendance

Exam format: no exams

PSY 3011 INTRODUCTION TO PSYCHOLOGY OF LEARNING

(Last taught: W94) prereq 1001, 4 cr

Instructor: PETERSON G !!**CLA Distinguished Teacher Award!!**

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course teaches students how psychologists observe, describe, explain, and predict human behavior as a function of the particulars of individual experience. The course includes a brief historical survey of major epistemological ideas and the interrelationships among them, but it focuses primarily on contemporary animal modeling, mathematical modeling, and computer modeling approaches to the experimental analysis of learned behavior. Although the bulk of the course is spent on laboratory methods, data, and theory, towards the end of the course some of the practical implications and applications of the principles so derived are considered with respect to such cultural and social issues as learned optimism or pessimism, parent-child interactions, phobias and other emotional problems, drug addiction, impulsive behavior, and self-control. Students gain insight into the determinants of their own and others' behavior, including potential ways to bring about desirable personal and social behavioral objectives.

Workload: 25 pages of reading per week, 2 exams

Exam format: multiple choice

PSY 3031 SENSATION AND PERCEPTION

(Last taught: F93) prereq 1004, 4 cr

Instructor: BURKHARDT D

General Ed Req: (CLA: B)

This course is concerned with understanding how humans and animals perceive and respond to the external world. It thus deals with "universals" spanning generations, civilizations and the biological kingdom. All the senses are covered in the course - taste, olfaction, touch, pain, hearing and vision. The analysis ranges from the properties of the sense organs themselves to the higher areas of the brain where perception is believed to occur. The approach includes psychological experiments on human perception as well as study of nerve cells in animals and humans. The general question - of how we perceive the sensory world - is a central question in psychology and contemporary neuroscience.

Class time: 100% lecture

Workload: 60 pages of reading per week, 2 exams, readings are technical which will require re-reading and critical thought to understand

Grade: 33% mid-quarter exam(s), 67% final exam

Exam format: multiple choice

PSY 3101 INTRODUCTION TO PERSONALITY

(Last taught: S93) §5101; prereq 1001, 4 cr

Instructor: TELLEGEN A

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The study of personality, more so perhaps than any other area of psychology, is specifically concerned with ideas and studies concerning basic "human nature". Not surprisingly, different personality psychologists (like other groups of people) hold differing views, including Freudian views, behavioristic views, humanistic views. One objective of this introductory course is to familiarize you with the currently most influential viewpoints, and to stimulate critical appreciation of their special strengths and limitations. The textbook presents these views and a variety of studies they have inspired on such topics as: psychological factors fostering or hindering "self-actualization" and self-esteem; the role of "defense mechanisms"; the study of basic human motives (such as the need to achieve, power motivation, aggression); the influence of experiences and of genetic factors on personality. The lectures will complement rather than merely review the text, and will deal in more depth with some important issues.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice

PSY 3604 INTRODUCTION TO ABNORMAL PSYCHOLOGY

(Last taught: F93) §5604H; prereq 1001, 4 cr

Instructor: IACONO W

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The focus of this course is a characterization of different forms of psychopathology. Little time is spent on treatment. Some topics, such as schizophrenia, are covered in depth so students can obtain insight into the complex problems that confront researchers working in this area.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 3 exams, 67

Grade: 67% mid-quarter exam(s), 33% final exam

Exam format: multiple choice

PSY 3617 INTRODUCTION TO CLINICAL PSYCHOLOGY

(Last taught: S93) prereq 3604 or 5604H, 3801 or equiv, 4 cr

Instructor: GROVE W

General Ed Req: none

A primary goal of this course is to help undergraduates decide if clinical psychology is a career they might like to pursue.

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice

PSY 3801 INTRODUCTION TO MEASUREMENT AND STATISTICAL METHODS

(Last taught: F93) prereq 1001 or equiv, 4 cr

Instructor: CUDECK R

General Ed Req: (CLA: A*)

This is a survey course covering elementary topics in data analysis and statistical methods. The goal of the class is to introduce these methods of data analysis so they can be applied in other advanced courses and in scientific reading. Each of the topics reviewed in the class includes some theoretical background along with examples and problems that are designed to reinforce the theory while demonstrating how the methods are applied. Some familiarity with basic algebra is assumed, as is the ability to complete numerical assignments.

Class time: 70% lecture, 30% discussion

Workload: 40 pages of reading per week, 3 exams, numerical exercises

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

Exam format: multiple choice

PSY 5012 PSYCHOLOGY OF LEARNING

(Last taught: W94) prereq 1005, 3011 or EBB 3111 or #, except grad students, 4 cr

Instructor: OVERMIER J

General Ed Req: none

A self-contained survey of major issues in the study of learning. Substantial attention to metatheory, theory and research. Many examples from the study of learning in non-human animals. Text: M. Domjan "The Psychology of Learning and Behavior" 3rd edition.

Class time: 80% lecture, 10% closed-circuit TV, 10% discussion

Workload: 40 pages of reading per week, 2 exams

Grade: 33% mid-quarter exam(s), 66% final exam

Exam format: multiple choice, essay

PSY 5014 PSYCHOLOGY OF HUMAN LEARNING AND MEMORY

(Last taught: S93) prereq 1005 or 3011 or 3051 or # except for student in honors sequence, grad students, 4 cr

Instructor: FOX P

General Ed Req: none

Processes and principles in human learning, memory, and cognition. Investigative procedures in research on memory and cognition. Feedback, transfer, instruction and learning, cognitive processes and theories of learning and memory.

Class time: 70% lecture, 5% closed-circuit TV, 25% discussion

Workload: 55 pages of reading per week, 1 exam, 1 paper, 6 weekly quizzes from weeks 3 through 8

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

Exam format: true/false, multiple choice, short answer, essay. Final exam is open book and includes a take-home question.

PSY 5037 PSYCHOLOGY OF HEARING

(Last taught: W94) prereq 3031 or #, 4 cr

Instructor: VIEMEISTER N

General Ed Req: none

Biological and physical aspects of hearing; auditory psychophysics; theories and models of hearing; perception of complex sounds, including music and speech; clinical and other applications. Text: Moore, "Psychology of Hearing"

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, 1 paper, 2 problem sets; the paper is optional for undergrads, required for grad students only

Grade: 30% mid-quarter exam(s), 50% final exam, 20% quizzes

Exam format: essay, multiple choice

PSY 5051 PSYCHOLOGY OF HUMAN-MACHINE INTERACTION

(Last taught: W94) prereq 3051 or 3031 or #, 4 cr

Instructor: LEGGE G

General Ed Req: none

This course takes a psychological perspective on the design and evaluation of human-machine systems. Principles from cognitive and perceptual psychology are applied in an information-processing framework. Students are introduced to evaluation methods including error detection and correction, information theory, and signal-detection theory. Examples are taken from many human-machine systems including telepresence, human-computer interaction, lie detectors, and sensory aids.

Class time: 80% lecture, 20% discussion, class presentations and demos

Workload: 100 pages of reading per week, 2 exams, 1 term project and two problem sets

Grade: 33% mid-quarter exam(s), 33% final exam, 33% special projects

Exam format: short essay, short factual questions, one problem

PSY 5101 PERSONALITY

(Last taught: W94) §3101; prereq 5862 or ¶, honors candidate or grad student, 4 cr

Instructor: TELLEGEN A

General Ed Req: none

This is a general introduction to the field of personality. Students who successfully complete the course will have a good broad grasp of the field of contemporary personality psychology. Through readings and lectures students will learn about three distinctive but interrelated "enterprises" in the personality field, namely, personality 'theory', personality 'research', and personality 'assessment.' We will cover historically influential approaches, for example, psychoanalysis, as well as major competing viewpoints, e.g., phenomenological and behavioral approaches, and currently developing views, e.g., evolutionary psychology. The first part of the course will focus on "descriptive" approaches, including examples of important existing personality scales, though with an emphasis on theoretical implications. The second part will deal with views that even more strongly emphasize theory, process, and explanation. The textbook (Liebert and Spiegel, "Personality") will be augmented by assigned selected readings. Lectures will complement, not duplicate the readings. Class discussion is encouraged. The two exams are of the short-answer, short essay type. A term paper is optional.

Class time: 85% lecture, 15% discussion

Workload: 60 pages of reading per week, 2 exams, 1 paper

Grade: 40% mid-quarter exam(s), 40% final exam, 20% written reports/papers, above exams roughly 40% if student does an optional paper, otherwise each is 50%

Exam format: short answer, short essay

PSY 5137 INTRODUCTION TO BEHAVIORAL GENETICS

(Last taught: F93) prereq 3135 or 5135 or #, 4 cr

Instructor: MCGUE M

General Ed Req: none

The course provides a broad overview of the application of genetic methods to the study of human and animal behavior. Emphasis is placed upon the use of genetic designs and methods to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. Behavioral characteristics covered include intelligence, schizophrenia, affective disorders and alcoholism. Students successfully completing the course should be able to critically evaluate behavioral genetic research literature.

Class time: 100% lecture

Workload: 80 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

PSY 5141 PSYCHOLOGY OF WOMEN

(Last taught: S93) prereq 1001, 4 cr

Instructor: FRAZIER P

General Ed Req: none

This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes topics that relate uniquely to women (e.g., pregnancy) as well as differences between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality, pregnancy, childbirth, and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences. The text (Psychology of Women by M. Matlin) is augmented by selected readings. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

Class time: 50% lecture, 10% discussion, 30% small group assignments; 10% videos/guest speakers

Workload: 50 pages of reading per week, 2 exams, 4 papers, graduate students are required to write a research paper

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

Exam format: multiple choice, short essay

PSY 5205 APPLIED SOCIAL PSYCHOLOGY

(Last taught: F93) prereq 3201 or grad stu or #, 4 cr

Instructor: GONZALES M

General Ed Req: none

5205 is designed for advanced undergraduates in psychology and graduate students in psychology and related disciplines. APPLIED or ACTION RESEARCH in social psychology is almost as old as the discipline itself. Kurt Lewin-the "father" of social psychology-was the first to advocate the use of social psychological research and theory to respond to social problems. Although interest in this specialty area waned for a number of years, in the last two decades there has been a resurgence of interest in the potential contributions of social psychology to the solution of "real world" problems. 5205 provides for an overview of domains in which social psychological theory and research have been applied outside the laboratory. The quarter begins

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

with a brief overview of distinctions between basic and applied research, and of problems and issues unique to applied work. The duration of the quarter will be devoted to readings and discussion of a select sample of applied settings. These include, but may not be limited to: law and the criminal justice system; aggression and violence; television and the mass media; prejudice and intergroup relations; physical and psychological health; energy conservation; and public policy concerns.

Class time: 80% lecture, 20% discussion

Workload: 80 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: varies from quarter to quarter, most often some multiple choice with a majority essay questions

PSY 5206 RESEARCH METHODS IN SOCIAL PSYCHOLOGY

(Last taught: W93) prereq #, 4 cr

Instructor: FLEMING J

General Ed Req: none

This is a course in the basics of experimental social psychological research, with a special emphasis on the design, analysis, and interpretation of factorial (ANOVA) experiments. Although it is intended primarily for psychology majors, nonmajors and graduate students interested in learning about social psychological research techniques are also welcome. The course will begin with an overview of basic statistical concepts, up to and including analysis of variance. The course will then consider the design and execution of laboratory and (some) field experiments, ethical and procedural problems associated with experimentation, and the advantages and disadvantages of experiments relative to other approaches to hypothesis testing. In addition to these more global concerns, the course will also focus on strategies for the preparation, analysis, interpretation, and presentation of research findings. Because the pace of this course will be quite brisk, students who feel that they may be statistically unprepared may wish to consult with the instructor, I will assume that all students have a conversant ability with basic statistics, and if they do not, that they will prepare themselves accordingly outside of class.

Class time: 30% lecture, 20% discussion, 20% laboratory, 30% group exercises

Workload: 30 pages of reading per week, 2 exams, 1 paper, 1 oral presentation

Grade: 32% mid-quarter exam(s), 28% written reports/papers, 20% in-class presentations, 10% class participation, 10% research article reviews

Exam format: short answer, fill-in-the blank, multiple choice, essay

PSY 5501 VOCATIONAL PSYCHOLOGY

(Last taught: F93) prereq 3801 or #, 4 cr

Instructor: DAWIS R

General Ed Req: none

This is a survey course designed to acquaint the student with the concepts, methods of study and principal findings of vocational psychology, which studies the behavior of persons as they prepare for, enter into, progress through, and withdraw from their life work. It is primarily a lecture course and relies on selected readings instead of a textbook to supplement the lectures. Students do projects that have to do with assessing work personalities and work environments, and examining the correspondence between the two. Topics include the vocational personality (abilities, needs, values, interests, attitudes, personality traits relevant to work), vocational development, vocational choice, and vocational adjustment.

Class time: 100% lecture

Workload: 50 pages of reading per week, 2 exams, 1 paper, 6 brief project reports (2-3 pages); paper for graduate students only

Grade: 100% final or 100% final plus midqtr whichever is higher

Exam format: short answer, essay, multiple choice

PSY 5604H ABNORMAL PSYCHOLOGY

(Last taught: W94) §3604; prereq honors maj or # for grad students, 4 cr

Instructor: LEON G

General Ed Req: none

PSY 5604H provides a comprehensive review of the major psychopathological disorders, covering both clinical and personality disorders. Diagnostic criteria for particular disorders are described, as well

as general issues of psychological, biological, and cultural differences in the causes and development of abnormal behavior. The major emphasis of the course is on current clinical research with regard to the etiology and presentation of the particular psychopathological disorders discussed. Treatment procedures are described in general terms and are not a major emphasis of the course. Graduate students and adult special students are required to write a term paper as part of the course in addition to taking the mid-quarter and final examinations which the undergraduate honors students are required to take. The grades for the graduate and adult special students are based on the term papers as well as the mid-quarter and final examinations.

Class time: 100% lecture

Workload: 80 pages of reading per week, 2 exams, 1 paper for graduate students and adult special students only

Grade: 50% mid-quarter exam(s), 50% final exam, 40%-mid,40%-final,20%-written for graduate and adult special students

Exam format: half multiple choice, half essay questions on each examination

PSY 5701 PERSONNEL AND INDUSTRIAL PSYCHOLOGY

(Last taught: W94) prereq 3801 or equiv, 8 cr in psychology or #, 4 cr

Instructor: CAMPBELL J

General Ed Req: none

The course deals with the design and evaluation of training and development programs in employment settings. It is intended to be relevant for a broad range of training activities; from technical skills training to management development. The emphasis is on developing a basic framework for diagnosing training problems, designing training courses, evaluating training effects, and interpreting basic research on training issues. It is not a course on what specific training programs are available for specific training problems. The first half of the course uses theory and research from industrial psychology and instructional psychology to develop a basic framework for training design that progresses from diagnosing training needs, to specifying training objectives, to designing course content. Issues pertaining to interactions between instructional methods and individual differences, cognitive processes in learning, and the distinction between job performance and training performance are discussed. The second half deals with the measurement of training effects, the evaluation of alternative training approaches, and the current state of the available research and practice dealing with a number of generic training problems.

Class time: 80% lecture, 20% discussion

Workload: 80 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: each item requires a 2-4 sentence answer, students may omit approx. 25% of items (e.g. answer 18 or 24 questions), a study guide is provided that lists all previous questions asked

PSY 5703 PSYCHOLOGY OF ORGANIZATIONAL TRAINING AND DEVELOPMENT

(Last taught: F93) prereq 3801 or equiv, 8 cr in psychology or #, 4 cr

Instructor: CAMPBELL J

General Ed Req: none

Theories, methods, and research pertaining to improving performance of individuals at work through learning and instruction. The first half of the course is devoted to methods of training needs analysis and to the presentation of a comprehensive model of training and instructional design. The second half deals with several major applied training problems (e.g., teaching problem solving and decision making skills, interpersonal skills, management development) and with methods for evaluating training effects. The general purposes of the course are to provide the student with a comprehensive and useful framework for how to identify training problems, design training programs and evaluate training results. The student should also gain considerable familiarity with what the field of training and development is like as a profession. The course attempts to show how many different areas of theory and research in psychology can be brought to bear on organizational training problems and issues.

Class time: 85% lecture, 10% discussion, 5% guest lecture/discussion

Workload: 60 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: Each consists of 24-27 questions from which student must select 8-20 to be answered in sentence or short paragraph.

Study guide provided containing all previously asked questions.

PSY 5705 WORK MOTIVATION

(Last taught: W94) prereq 3801 or equiv, 8 cr in psychology or #, 4 cr
Instructor: KANFER R
General Ed Req: none

This course overviews major theories, research, and practice implications related to motivation in work/achievement settings. Emphasis is placed upon understanding an individual's behavior and performance in the workplace from a variety of theoretical perspectives, including approaches that highlight individual differences in motives, the role of cognitive processes, and perspectives that stress goals and self-management skills. Students successfully completing the course should be able to: (a) critically evaluate the work motivation literature, and (b) use motivation theories and research as a guide for analysis of motivation problems and interventions in applied settings.

Class time: 80% lecture, 10% discussion, 10% exercises

Workload: 100 pages of reading per week, 2 exams

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

Exam format: true/false, matching, multiple choice, short answer, essay

PSY 5960 TOPICS IN PSYCHOLOGY

(Last taught: F93) prereq 1001, #, 1-5 cr
Instructor: ACKERMAN P
General Ed Req: none

A survey of the history, methods and content of modern psychological theory, research and application. Schools of psychology (e.g., structuralism, functionalism, behaviorism, gestalt psychology) and central theories of psychology will be reviewed in their historical and philosophical context. The course will critically examine historically significant approaches to the central issues in psychology, drawing upon substantive and methodological literatures in the field. Topics include the theoretical underpinnings and classic empirical research, starting with early modern psychologists and systems of psychology; the origins of specialty areas in psychology; and issues that remain of central importance to current disciplines in psychology (e.g., learning, thinking, volitional behavior, traits, consciousness, perception). This course will provide the theoretical foundations for the broad history of psychology, and the nature of inquiry as the science developed out of philosophy and physiology, in a way that provides an integrative view of what has become a much-fractionated field of inquiry.

Class time: 86% lecture, 14% discussion

Workload: 100 pages of reading per week, 1 exam, 2 papers, 1 presentation

Grade: 50% final exam, 35% written reports/papers, 15% in-class presentations

Exam format: mostly essay and short answer

RELIGIOUS STUDIES

RELS 1031 INTRODUCTION TO THE RELIGIONS OF SOUTH ASIA

(Last taught: W94) §SoAS 1504, 4 cr

Instructor: MALANDRA W

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course is a survey of the major traditional religions of South Asia (India, Pakistan, Sri Lanka (Ceylon), Nepal). These religions are Hinduism, Buddhism and Jainism. Although some contemporary materials will be used, the course studies the development of religion historically from ca. 2500 BCE to ca. 1000 CE. Thus, it does not deal with Islam, Sikhism, Christianity, Judaism or Zoroastrianism, nor does it deal with tribal religions. Lectures will deal with the material

assigned for that day. The lectures are not summaries of the readings. Rather they are intended to interpret and discuss the material you have already read in preparation for class.

Class time: 100% lecture, lectures are regularly supplemented with films/videos

Workload: 90 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: midterm: short answer; final: short answer, essay

RELS 1034 INTRODUCTION TO JUDAISM

(Last taught: W94) §3034, JwSt 1034, JwSt 3034, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

Very popular course. Fulfills World Studies and C-3 requirements. Large lecture and some chance for discussion with professor and TA's. Take home essay exams only.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams

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

Exam format: take home essay

RELS 3034 INTRODUCTION TO JUDAISM

(Last taught: W94) §1034, JwSt 1034, JwSt 3034, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

Very popular course. Fulfills World Studies and C-3 requirements. Large lecture and some chance for discussion with professor and TA's. Take home essay exams only.

Class time: 90% lecture, 10% discussion

Workload: 70 pages of reading per week, 2 exams

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

Exam format: take home essay

RELS 3100 JUDAISM IN THE TIME OF EARLY CHRISTIANITY

(Last taught: F92) §JwSt 3100, 4 cr

Instructor: ZAHAVY T !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: WS) (CBS: WS)

This course covers the main developments in Judaism from 70 to 640 C.E. in Israel and Babylonia in the context of late antique culture. It surveys the period's history and social setting and draws on recent scholarly analysis of rabbinic Judaism and its literature. The course examines in detail studies of the issues of rabbinic biography and the development of the ritual of Jewish prayer in the era as responses to the changing social and political circumstances of the era. No previous coursework in the discipline required as prerequisite. Knowledge of Hebrew not required. Main Topics: the second temple period; first century Judaism; Judaism of Mishnah; the major trends of late antiquity in the near East; the development of rabbinic Judaism: power, myth and function; analytical study of Babylonian Judaism and the Talmud; critical biographies of Judaic religious leaders; the development of liturgical rituals and the role of the synagogue; conflict between scribal and priestly interests in the aftermath of the destruction of the Temple; interpretation of scriptural concepts in the fourth century; Judaism of the fourth century; study of Symbolism in Judaism.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: take-home essay

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

RELS 3413 BUDDHISM

(Last taught: S93) §5413, SoAS 3413, SoAS 5413, 4 cr
Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!
General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)
The course will give an overall picture of the Buddhist religion with focus on Indian Buddhism. It will trace the history of Buddhist thought and practice from its beginning to its demise in India. Also, it will explore Buddhism's relation to Hinduism, and examine religious concepts common to both systems in order to draw clear differences. It will deal with Mahayana/Theravada distinction and the Celestial Buddhas. Finally, it will discuss the 20th century revival of Buddhism in India.

Class time: 60% lecture, 20% discussion, 20% films, guest speakers, and/or a field trip to a Buddhist monastery

Workload: 15 pages of reading per week, 2 exams

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

Exam format: multiple choice, essay

RELS 5111 INTERPRETATION OF MYTH

(Last taught: W94) §Hum 5711; prereq jr or sr or #, 4 cr
Instructor: LINCOLN B

General Ed Req: none

Myths have variously been treated as true stories, false stories, stories people tell themselves about themselves, social charters, logical structures, sacred memories, and semiological systems, to name but a few of the ways in which scholars and others have attempted to make sense out of those fascinating but bewildering tales they are prone to call "myth." This class will explore these and other interpretive models, each of which construes the category of the mythic somewhat differently, testing them against primary sources drawn from Africa, India, Melanesia, South America, Greece, Rome, the Bible, and the world of soap operas. Ultimately, we will focus upon the nature of myth as an authoritative mode of narrative discourse, paying particular attention to its sociopolitical agency.

Class time: 100% discussion

Workload: 100 pages of reading per week, 2 papers

Grade: 100% written reports/papers

RELS 5413 BUDDHISM

(Last taught: S93) §3413, SoAS 3413, SoAS 5413, 4 cr
Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!
General Ed Req: none

Concurrently meets with RELS 3413. Please see the course description of RELS 3413.

Class time: 60% lecture, 20% discussion, 20% films, speakers, and a field trip to a Buddhist monastery

Workload: 15 pages of reading per week, 2 exams, 1 paper

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

Exam format: multiple choice, essay

RHETORIC

RHET 1101 WRITING TO INFORM AND PERSUADE

(Last taught: F93) §Comp 1011, 4 cr

Instructor: STAFF

General Ed Req: none

This course serves as the first in a sequence of writing courses (Rhet 1101, 1151, 3562). Students usually write four to five information and persuasive papers, have conferences and workshops on drafts of these papers, have some options for revision, and review the papers of other students. Reading might include textbook assignments, other students' papers, and examples from published authors. Some library work or research might be required. Some sections of the course are taught in a computer classroom setting. Class sizes average 21 students per section. The course is taught by both teaching assistants and regular Rhetoric faculty, and teaching approach will vary.

Class time: 20% lecture, 40% discussion, 40% laboratory

Workload: 20 pages of reading per week, 5 papers

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

RHET 1151 WRITING IN YOUR MAJOR

(Last taught: W94) prereq 1104, fr comm req, soph, 4 cr

Instructor: STAFF

General Ed Req: none

This is the second in a series of writing courses required for students in the colleges of agriculture, natural resources, and human ecology. This course emphasizes academic writing—the kinds of papers and articles produced by students and teachers in your major field. You will spend considerable time finding, reading, and analyzing the journal literature of your major field of study. Your assignments will report, synthesize, and draw conclusions regarding the significance of what you read. You will need to draw upon what you learned in Rhet 1101 about clear, correct prose and about the writing process— invention, research, organizing, drafting, revision, and editing. You will need to be familiar with the St. Paul campus library. Some courses are taught in a computer class room and some in a traditional classroom. Generally assignments include: 1) Introduction to your major. 2) Journal analysis. 3) Prospectus. 4) Review or research. 5) Abstract of literature review. 6) Journal submission assignment.

Class time: 50% discussion, 50% laboratory

Workload: 5 papers

Grade: 100% written reports/papers

RHET 1160 EFFICIENT COLLEGE READING

(Last taught: F92) no prereq, 3 cr

Instructor: BENNETT J

General Ed Req: none

An examination of factors which make for successful college reading performance. Application of psycholinguistic and cognitive theories of reading. Ample opportunities for personal practice in developing expertise in reading comprehension and retention, rapid reading, vocabulary power, and communication skills. Purpose of this course is to provide students the opportunity to learn about human cognition and reading comprehension in an environment suitable for individualized application of theoretical constructs. Course examines relationships such as those that exist between vocabulary and comprehension, reading comprehension and reading rate, and student potential and academic success. Interdependence and interrelatedness of the four communication areas of reading, writing, listening, and speaking are also studied. Class time will be allotted to thoroughly discuss college-reading concepts and tenets put forth by many learning theorists and reading researchers, and to practice the application. Each student should expect to make appreciable performance gains in at least six areas: reading flexibility, reading comprehension and retention, reading rate, test-taking ability, listening skills and vocabulary and decoding skills.

Class time: 75% lecture, 25% reading practice

Workload: 50 pages of reading per week, 9 weekly vocabulary quizzes

Grade: 14% mid-quarter exam(s), 14% final exam, 14% special projects, 14% quizzes, 14% class participation, 14% problem solving, 14% reading post-test

Exam format: multiple choice and fill in

RHET 1200 INFORMATION TECHNOLOGY IN SCIENTIFIC AND TECHNICAL PROFESSIONS

(Last taught: W94) prereq College of Agriculture undergrad, 3 cr

Instructor: JORN L

General Ed Req: none

The purpose of this course is to provide you with problem solving skills. You will learn to plan, structure, edit, format, and produce reports. Specifically, you will learn the main functions of: word processing, telecommunications, database, spreadsheet, and charting applications. The course emphasizes how to integrate these tools within the context of science and technology. The course also promotes collaborative work. By becoming familiar with information technology and strategies to use when working with others, this course will help you meet the demands of your educational and professional careers. The course will be structured as a discussion and group work laboratory. It is important that you attend class. Much of your learning will consist of hands-on experience at the computer along with short in-class discussions and demonstrations. You will complete one group project using computers.

Class time: 33% lecture, 33% discussion, 33% demo software and in-class computer work

Workload: 30 pages of reading per week, 1 paper, 5 quizzes; 4 assignments that vary from 4-11 hours each on computer; paper is group work

Grade: 40% special projects, 20% quizzes, 10% class participation,

20% problem solving, 10% electronic-mail usage

RHET 1222 PUBLIC SPEAKING

(Last taught: F93) prereq completion of freshman communication requirement, 4 cr

Instructor: BENNETT J

General Ed Req: none

The purpose of this course is to teach you the fundamental concepts and practices of successful speaking in public situations. When you complete this course you will be able to conceptualize, formulate, and deliver an intelligent speech intended to persuade, or inform, or instruct your audience. The usual "stumbling blocks" of disorganization, lack of ideas, and terror will be sharply diminished. Text: Lucas, S.E., 'The Art of Public Speaking', supplemental text: Bennett, J.M. 'The Four Powers of Communication'. During the course of the class you will prepare and deliver ten speeches and/or presentations: 3 persuasive speeches, one demo/info/how-to speech, two oral interpretations, "My Most Embarrassing Moment" speech, speech of introduction, speech of announcement, speech of introduction of another party. The point total for speeches is 600. Also 50 points will be calculated by the professor under the category of Class Grade, which will include punctuality and timeliness of speech delivery and class participation. Attendance is worth 100 points. The outside evaluation assignment is worth 50 points, and the quiz (textbook) score is worth 200 points. Attendance and punctuality in any speech class are mandatory.

Class time: 50% lecture, 50% student speeches

Workload: 100 pages of reading per week, 6 speeches, 4 brief presentations, readings during first 5 weeks

Grade: 20% quizzes, 70% in-class presentations, 10% class participation

Exam format: multiple choice

RHET 1222 PUBLIC SPEAKING

(Last taught: W94) prereq completion of freshman communication requirement, 4 cr

Instructor: STAFF

General Ed Req: none

In this course you will learn to present oral arguments about socially significant issues. Through the development of critical thinking abilities and their skillful presentation, you will become adept at the deliberation of ideas in the public world. You will be required to consider carefully the controversies involved in current events, research relevant points of view, and express your conclusions to an audience whose members will provide feedback as to the persuasive force of those conclusions. You will make at least six (6) graded oral presentations to the class on topics that will be relevant to concerns of our local, national, and international communities. A variety of speaking situations will be simulated so that each student may develop skills that will apply to various circumstances. In addition, you will be required to attend a public presentation outside of the classroom. The majority of speaking assignments will require you to conduct research. You will also be encouraged to conduct personal interviews with knowledgeable individuals in the community when it is relevant to your topic. In addition, you will be asked to consider as a matter of routine the credibility of the sources you use.

RHET 1301 HUMANITIES: MODERN THOUGHT AND THE ENLIGHTENMENT

(Last taught: W94) no prereq, 4 cr

Instructor: MARCHAND W!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

This class will look at the revolution of the 18th and early 19th

centuries as seen through the eyes of Leo Tolstoy in his masterpiece "War and Peace".

Workload: 200 pages of reading per week

Exam format: essay

RHET 1303 HUMANITIES: MODERN THOUGHT AND THE IMPACT OF EVOLUTION

(Last taught: W94) no prereq, 4 cr

Instructor: MARCHAND W!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

An introductory course tracing the impact of evolutionary theory on our social life beginning with the Greeks up to the present. Emphasis on the attempts of various groups, e.g. Christian fundamentalists and Sociobiologists, to build cultural theories around Darwinian theory. The course readings begin with Plato's "Cave Parable" and end with an account of the WWII death camps. The course has very little biology and great deal of cultural theory. The course method is built around class discussions focused on a short class lecture each day. An "intellectual journal" is the major class requirement. Some short essay writing and take-home quizzes are also part of the class assignment.

Class time: 30% lecture, 70% discussion

Workload: 3 exams, intellectual journal

Grade: 20% written reports/papers, 20% quizzes, 20% class participation, 40% intellectual journal

Exam format: essay, take-home quizzes

RHET 1376 SPECIAL TOPICS IN HUMANITIES: RURAL AND URBAN IMAGES IN FILM

(Last taught: F93) no prereq, 4 cr

Instructor: MONTGOMERY P

General Ed Req: none

An examination of life in urban and rural America as depicted in motion pictures. How films have contributed to our perceptions of country and city life and values. Some examples of the theme in literature, from classical Greece to the present, in many of which rural innocence is contrasted with urban decadence. Films to be screened and/or discussed include short silent works by D.W. Griffith, Charlie Chaplin, and Buster Keaton; silent dramas, including F.W. Murnau's "Sunrise"; social dramas of the 30's and 40's, such as "The Grapes of Wrath" and "The Southerner"; post WWII back to earth films like "The Egg and I" and rural comedies such as the Ma and Pa Kettle series, based on characters in that film; sanitized but marginally more sophisticated portraits of rural life (three versions of "State Fair") and romanticized views of small-town American (the Andy Hardy series); films, including counter-culture films, where the theme of rural innocence vs. urban decadence is reversed, such as "Easy Rider" and "Deliverance"; television series that have continued the most simple of the city mouse/country mouse motifs (The Beverly Hillbillies, Green Acres, The Waltons, Little House on the Prairie) and movies "The River" and "Country".

Class time: 20% lecture, 20% discussion, 60% film screenings

Workload: 50 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 20% final exam, 40% written reports/papers, 20% class participation

Exam format: essay, short answer, multiple choice

RHET 1441 COLLEGE READING AND LEARNING SKILLS

(Last taught: F93) no prereq, 4 cr

Instructor: BENNETT J

General Ed Req: none

Lecture and individual and small group practice in developing: speed,

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
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comprehension, retention and flexibility in reading college assignments; clarity and precision in written expression; accurate and effective listening; control of communication-related anxiety, including test-taking; vocabulary power.

Class time: 70% lecture, 10% discussion, 20%

Workload: 40 pages of reading per week, 1 exam, 3 papers

Grade: 13% mid-quarter exam(s), 13% final exam, 25% written reports/papers, 12% quizzes, 12% class participation, 25% reading assignments

Exam format: multiple choice

RHET 1441 COLLEGE READING AND LEARNING SKILLS

(Last taught: W94) no prereq, 4 cr

Instructor: BENNETT M

General Ed Req: none

An examination of the factors which make for successful college reading and writing performance. Application of psycholinguistic and cognitive theories of reading. Ample opportunities for personal practice in developing expertise in reading comprehension and retention, rapid reading, vocabulary power, and other college-level communication skills, especially certain forms of college composition such as essays and book reviews. The purpose of this course is to provide students the opportunity to learn about human cognition and reading comprehension in an environment suitable for individualized application of theoretical constructs. The course examines the relationships such as those that exist between vocabulary and comprehension, reading comprehension and reading rate, reading and writing, and student potential and academic success. The interdependence and interrelatedness of the four communication areas of reading, writing, listening and speaking are also studied. Required tests: "College Vocabulary 3600" George Feinstein; "Efficient Reading, 6th edition" James I. Brown, D. C. Heath; "Four Powers of Communication" J. M. Bennett.

Class time: 20% lecture, 10% discussion, 70% practicing

Workload: 30 pages of reading per week, 4 exams, 4 papers

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

Exam format: multiple choice, essay

RHET 3101 FUNCTIONAL PHOTOGRAPHY

(Last taught: F93) prereq Dsgn 1501 or Rhet 3562, 4 cr

Instructor: BRENEMAN D

General Ed Req: none

Basic course in photography and photographic communication. All assignments are done on color slide film. Students must provide their own adjustable camera and slide film. Film and processing costs for the quarter are about \$100.00. Students do 3 photo assignments and produce a slide set during the quarter.

Class time: 70% lecture, 30% laboratory

Workload: 50 pages of reading per week, 2 exams, 3 photo projects

Grade: 50% special projects, 50% quizzes

Exam format: multiple choice and short answer or short essay

RHET 3105 CORPORATE VIDEO FOR TECHNICAL COMMUNICATORS

(Last taught: W94) prereq 3562 or equiv, 4 cr

Instructor: BECKER S

General Ed Req: none

Learn about all the steps of the video process from the moment someone in a business situation says, "Let's do a video." You'll see international award winning corporate videos, meet people in the corporate video business and learn the different roles played by those who make corporate video. You'll have a chance to write your own video treatment and script for a client and give feedback to classmates on their projects. You'll also demonstrate your growing understanding of video by writing five analyses of videos. This is not a production class or a class in advertising or broadcasting. Rather, it's a class for those who want to learn how and when to produce a video for training, internal communications, public relations, customer service, etc.

Class time: 25% lecture, 50% discussion, 25% student presentations, field trips, guest speakers

Workload: 50 pages of reading per week, Must write a proposal, a treatment, a script, five analyses of videos, oral presentation

Grade: 25% written reports/papers, 50% special projects, 10% class

participation, 15% journal

Exam format: written projects and oral presentations

RHET 3381 HUMANITIES: 20TH-CENTURY CULTURE

(Last taught: S93) no prereq, 4 cr

Instructor: GROSS A

General Ed Req: none

World War II will be studied as it is depicted in art, music, the film, and in historical works. To understand the nature, extent, and impact of the war, students will read John Keegan's "The Second World War" to see how the war is filtered through the memory of its participants, they will read Studs Terkel's "The 'Good' War". In the course of the quarter, students will see and study three films that depict the rise of Naziism, and the realization of its genocidal aims in the Holocaust: "The Triumph of the Will", "The Wannsee Conference", and "Night and Fog". They will also experience Steve Reich's "Different Trains", Shostakovich's "Babi Yar", Penderecki's "Threnody on the Victims of Hiroshima", and Picasso's "Guernica", works that confront the horrors of war in artistic terms.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 8 quizzes

Grade: 30% mid-quarter exam(s), 30% final exam, 40% quizzes

Exam format: quiz and essay

RHET 3395 IN SEARCH OF NATURE

(Last taught: F93) no prereq, 4 cr

Instructor: MARCHAND W!! College of Agriculture Distinguished Teacher!!

General Ed Req: none

The class is an interdisciplinary course designed to introduce students to contemporary American attitudes toward nature and to these attitudes as products of our history. Lectures are designed, reading materials chosen, and class assignments used to give students a broad historical overview of the subject as well as an intensified concentration on the present. The course is a new course taught for the first time in 1992. It draws students from both Mpls and St Paul campuses. Two major themes are at the core of the course. The first: there is a tendency for Western people to separate themselves from nature creating the familiar "subject/object" split which bedevils so much of our modern attitudes toward how we see nature. The second: there is a tendency for representative types, e.g. men and women, professors and farmers, wilderness advocates and forest managers etc. to view nature through their particular lens and use it for their particular needs.

Class time: 30% lecture, 70% discussion

Workload: 3 exams, 2 papers, intellectual journal

Grade: 20% written reports/papers, 20% quizzes, 20% class participation, 40% intellectual journal

Exam format: mixed - essay is usual, take-home quizzes

RHET 3562 WRITING IN YOUR PROFESSION

(Last taught: S93) prereq completion of freshman communication requirement, 1151, jr or sr, 4 cr

Instructor: CASTOR L

General Ed Req: none

Rhetoric 3562 teaches writing as it typically exists in business and the professions. It assumes that professionals write to solve problems, to increase business and to get jobs. They write for practical reasons-to communicate what they know to particular groups of readers. Effective professional writing, like other kinds of writing, also is writing that shows commitment on the part of the writer-it is clear, concise, accurate, and thorough. The most important project in this course is a feasibility study in which students work collaboratively to develop a report on a real-world problem. Because the assignment involves extensive planning, research, and organizing, we split it into three parts: a proposal, a work-in-progress oral presentation, and a final report. Other assignments include memos, a case study, and a job packet. Most class sessions have a workshop format. Students work in small groups or pairs: generating ideas, responding to each other's writing, and working on specific exercises relating to their own writing process. A required packet of readings (available at Copies on Campus) includes sample papers and descriptions of the assignments.

Class time: 20% lecture, 80% discussion, discussion includes small and large groups

Workload: 15 pages of reading per week, 4 papers, one paper includes 3 parts: 2 papers and an oral presentation

Grade: 50% written reports/papers, 10% in-class presentations, 60% final written papers; 40% written process work plus class participation

RHET 3562 WRITING IN YOUR PROFESSION

(Last taught: F93) prereq completion of freshman communication requirement, 1151, jr or sr, 4 cr

Instructor: FERGUSON R

General Ed Req: none

Projects in writing professional reports. Analyses of audience and situation; writing effectively to meet the needs of particular readers. Assignments include writing instructions, feasibility reports, proposals, memoranda, technical description, etc. Course includes a unit on preparing personal resumes and writing application letters.

Class time: 10% lecture, 60% discussion, 30% laboratory

Workload: 50 pages of reading per week, 5 exams, 7 papers

Grade: 60% written reports/papers, 10% quizzes, 30% problem solving

Exam format: short answer quiz

RHET 3562 WRITING IN YOUR PROFESSION

(Last taught: W94) prereq completion of freshman communication requirement, 1151, jr or sr, 4 cr

Instructor: STAFF

General Ed Req: none

Practice in writing professional reports, memoranda, and letters. The course stresses the importance meeting the needs of readers and of writing in a way that directly solves the problem that prompted the writing. Assignments vary depending upon instructor, but all sections require the writing of reports and a letter of job application and resume. This course is offered in computer labs and in regular classrooms; see class schedule to see which sections are offered in which environment.

RHET 3565 WRITING FOR PUBLICATION

(Last taught: F93) prereq 3562, #, 4 cr

Instructor: SPERBECK J

General Ed Req: none

Writing for the lay public - through newspapers, magazines, trade press, newsletters. Hybrid between a journalistic basic reporting course and a magazine writing course. Students submit at least 1 story to a publication of their choosing, with instructor's approval. Objective: get the story published - for extra credit in the course. Non-fiction writing: text: Finsser, 'On Writing Well', Enrollment limited to 20 - minimal computer keyboarding skills helpful.

Class time: 20% lecture, 20% discussion, 60% laboratory, In-class writing assignments with computers

Workload: 20 pages of reading per week, 2 papers

Grade: 30% written reports/papers, 60% lab work, 10% class participation

RHET 3670 VISUAL RHETORIC: THEORIES AND APPLICATIONS

(Last taught: S93) prereq 3562 or equiv, Agri 1200 or equiv, 4 cr

Instructor: LAY M

General Ed Req: none

This course is designed to provide you with the theoretical bases which will allow you to use visuals purposefully and to give you the opportunity to apply theory to problem solving in specific situations by people working with scientific and technical information. The course will give you an overview of graphic display of data and of page design and layout. Such issues as format, illustration selection, color, and typography inform both graphic display and page design. The course also introduces you to two computer programs: Excel, which

aids in graphic display of data, and SuperPaint, which aids in creation of logos, symbols, and other creations. To experience Excel and SuperPaint, we will meet in the Mac Lab in COB 135 for a few weeks during the quarter. At that time you will work on tutorials designed to introduce you to the programs and begin assignments which challenge you to apply the programs. You will do several projects during the quarter, complete in-class workshops and assignments and choose a final quarter project to share with the class.

Class time: 20% lecture, 40% discussion, 40% workshop

Workload: 20 pages of reading per week, 5 projects

Grade: 90% special projects, 10% class participation

Exam format: no exams

RHET 3680 GENDER AND THE RHETORIC OF SCIENCE AND TECHNOLOGY

(Last taught: W93) prereq 1101 or equiv, 3 cr

Instructor: LAY M

General Ed Req: none

This course explores and discusses how cultural gender role as well as biological sex influence communication within scientific and technological communities. Values and goals of past and present scientific and technological communities are discussed to see how the voices of men and women have been included, neglected, or articulated. The communication strategies of the professional writer as well as of the scientist or technologist are studied. Issues discussed include:

1) Are topics found worthy of scientific and technical research articulated by communication strategies available to both women and men. 2) Do technological and scientific research methodologies include the cognitive processes of both men and women. 3) Have cultural messages discouraged women from scientific and technological education. 4) What characteristics of traditional masculinity or femininity match those features assigned by society to science and technology. What do scholars mean by a gender-free science and technology. 5) How are the communication strategies and patterns of professional technical or scientific writers affected by the sex and gender of their audiences, their clients, their colleagues, or themselves.

Class time: 100% discussion

Workload: 120 pages of reading per week, 2 papers, one oral presentation, one journal

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

RHET 3690 THE RHETORIC OF SCIENTIFIC CONTROVERSY

(Last taught: S93) prereq 1101 or equiv, 3 cr

Instructor: GROSS A

General Ed Req: none

In this course, students explore some of the personal, social, and political challenges science and technology create, analyzing the persuasive strategies through which society attempts to meet these challenges. Controversies in bioscience center around such matters as animal experimentation, organ transplants, and frozen embryos; technology leaves in its wake controversies over pollution, ozone depletion, and nuclear waste, students will use as their texts two volumes in a series called "Taking Sides". Each volume in this series contains essays on both sides of current debates. In the course of the quarter students will learn how to analyze the arguments in these essays, and how to use their analytical skills to enter into these debates intelligently and effectively.

Class time: 50% lecture, 50% discussion

Workload: 30 pages of reading per week, 6 papers, informal debate participation; 5 brief written responses; 1 1000 word paper

Grade: 25% written reports/papers, 25% special projects, 50% informal debate participation

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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Exam format: essay

RHET 5100 TECHNICAL COMMUNICATION: SPECIAL PROBLEMS

(Last taught: F93) prereq #, Δ, 0 cr

Instructor: MCDOWELL E

General Ed Req: none

This is an independent study course. Student contacts a teacher in the Department of Rhetoric and if the teacher agrees to work with the student, the student develops a proposal and completes the work for 1-4 credits. Generally, the student and teacher meet 1 hour each week.

Class time: 100% didactic communication

Grade: determined by student

RHET 5165 STUDIES IN ORGANIZATIONAL COMMUNICATION, CONFLICT, AND CHANGE

(Last taught: F92) prereq freshman communication or equiv or grad status, 4 cr

Instructor: SCHUELKE D

General Ed Req: none

Course deals with organizational studies, organizational behavior, and communication. Aim is to provide students with overview, working knowledge, and analytical skills.

Class time: 25% lecture, 50% discussion, 25% cases and study guides

Workload: 200 pages of reading per week, 12 exams, 1 paper

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

Exam format: multiple choice and short answer

RHET 5258 INTERVIEWING: DYNAMICS OF FACE- TO-FACE COMMUNICATION

(Last taught: W94) no prereq, 4 cr

Instructor: MCDOWELL E

General Ed Req: none

See course description in College of Agriculture Bulletin. I cover information gathering, employment, appraisal, counseling, exit and persuasive interviewing. Discussion and role-playing are the teaching methods. Text: 'Interview Practices for Technical Writers', Earl E. McDowell.

Class time: 30% lecture, 50% discussion, 20% laboratory

Workload: 50 pages of reading per week, 1 exam, 3 papers

Grade: 30% written reports/papers, 15% class participation, 55% student develops a contract so this is determined by student

Exam format: essay

RHET 5541 READINGS IN SCIENTIFIC AND TECHNICAL PROSE

(Last taught: W94) prereq sr or grad status, Δ, 2 cr

Instructor(s): FERGUSON R, 2 OTHERS

General Ed Req: none

Tutorial in which students read selected books, essays, and reports exemplifying effective scientific and technical communication (actual scientific and technical discourse as well as philosophical and historical discussions about science and technology). Each discussion period is conducted by the faculty member who has offered the reading for that class period. Students qualify to participate in the discussion by doing the reading assigned for that period and passing a quiz prepared by the faculty member. To receive S/N credit students must read five of the eight readings offered during the quarter; pass the reading quiz on each of the five readings (typically, composed of short answer and short essay questions); and participate in the discussion of the five readings.

Class time: 100% discussion

Workload: 5 exams

Grade: 50% quizzes, 50% class participation

Exam format: short answer, short essay

RHET 5551 REPORT AND THESIS WRITING

(Last taught: W93) prereq 3562 or #, 3 cr

Instructor: FERGUSON R

General Ed Req: none

This course is designed for the graduate student or senior currently working on a MA/MS or PhD thesis or research report under the supervision of a university faculty advisor in your major department. The purpose of the course is to help you move your project along by focusing on such issues as audience definition, research techniques,

organization of information, writing style, documentation, information development, graphics, and related matters. We will approach these issues in three ways: 1) analysis and written description of specific issues related to your project, 2) lecture and discussion of specific issues, 3) individual tutorial sessions to evaluate specific sections of your report or thesis. Text: Robert Day, "How To Write and Publish A Scientific Paper", 3rd edition. To be eligible for the course, students must be in progress on their projects and writing under the direct supervision of their thesis advisors.

Class time: 10% lecture, 40% discussion, 50% tutorial

Workload: no specified number

Grade: 40% written reports/papers, 30% class participation, 30% being prepared for tutorial sessions

RHET 5560 EDITING FOR TECHNICAL COMMUNICATION

(Last taught: W93) prereq STC premaj or maj or grad stu, 4 cr

Instructor: WAHLSTROM B

General Ed Req: none

This course provides an introduction to editing for professional communicators. The course focuses on the editorial process, editor-writer relationship, copyediting, preparing scientific and technical documents; and handling format, visuals, and quantitative materials. Students are expected to give at least one, and probably two, oral presentations in this class on aspects of grammar, crafting sentences, editing, usage, or style.

Class time: 50% lecture, 25% discussion, 25% student presentations

Workload: 50 pages of reading per week, 1 exam, 8 weekly quizzes

Grade: 30% final exam, 35% quizzes, 20% in-class presentations, 15% exercises

Exam format: final exam is composed of two editing projects based on actual documents

RHET 5680 GENDER AND THE RHETORIC OF SCIENCE AND TECHNOLOGY

(Last taught: W94) prereq 1101 or equiv, 4 cr

Instructor: LAY M

General Ed Req: none

We discuss and explore how cultural gender roles as well as biological sex influence communication within scientific and technological communities. Values and goals of past and present scientific and technological communities are discussed to see how the voices of women and men have been included, neglected, silenced, or articulated. The communication strategies of the professional writer as well as of the scientist or technologist are studied to see how sex and gender are represented. The following questions form the core of the course: 1) Are topics found worthy of scientific and technical research articulated by communication strategies available to both women and men? 2) Do technological and scientific research methodologies include the cognitive processes of both men and women? 3) Have cultural messages discouraged women from scientific and technological education and careers? 4) What characteristics of traditional masculinity match those features assigned to science and technology? What do scholars mean by a feminist science and technology? a gender-free science and technology? what is ecofeminism? 5) How are communication strategies and patterns of professional technical and scientific writers affected by sex and gender?

Workload: 75 pages of reading per week, 3 papers

RUSSIAN

RUSS 1101 BEGINNING RUSSIAN

(Last taught: F93) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

The Beginning Russian course develops the four basic language skills - speaking, understanding, reading, and writing - in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% instructor guided oral exercises

Workload: 20 pages of reading per week, 4 exams

Grade: 25% final exam, 70% quizzes, 5% oral exam

Exam format: fill in the blanks, translation

RUSS 1102 BEGINNING RUSSIAN

(Last taught: W94) prereq 1101, 5 cr

Instructor: STAFF

General Ed Req: none

The Beginning Russian course develops the four basic language skills - speaking, understanding, reading, and writing - in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% instructor guided oral exercises

Workload: 20 pages of reading per week, 4 exams

Grade: 25% final exam, 70% quizzes, 5% oral exam

Exam format: fill in the blanks, translation

RUSS 1103 BEGINNING RUSSIAN

(Last taught: S93) prereq 1102 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

The Beginning Russian course develops the four basic language skills - speaking, understanding, reading, and writing - in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% instructor guided oral exercises

Workload: 20 pages of reading per week, 4 exams

Grade: 25% final exam, 70% quizzes, 5% oral exam

Exam format: fill in the blanks, translation

RUSS 1104 INTERMEDIATE RUSSIAN

(Last taught: F92) prereq 1103 or equiv, 5 cr

Instructor: STAFF

General Ed Req: none

Textbooks: Baker, 'Russian for Everybody'. In class, we use Russian as much as possible. The grammar explanation is in English. Emphasis is on 4 basic skills: reading, writing, listening and speaking in Russian. Oral participation: question-answer session, retelling stories we read, conversation.

Class time: 50% discussion, 50% grammar exercises; reading; conversation

Workload: 5 pages of reading per week, 4 exams, weekly grammar and oral assignments

Grade: 30% final exam, 50% quizzes, 20% class participation

Exam format: fill in the blanks, translation, composition, answering questions (in Russian)

RUSS 1105 INTERMEDIATE RUSSIAN

(Last taught: W94) prereq 1104, 5 cr

Instructor: STAFF

General Ed Req: none

In class, we use Russian as much as possible. The grammar explanation is in English. Emphasis is on 4 basic skills: reading, writing, listening and speaking in Russian. Oral participation; questions-answer session, retelling stories we read, conversation.

Class time: 50% discussion, 50% grammar exercises; reading; conversation

Workload: 5 pages of reading per week, 3 exams, weekly grammar and oral assignments

Grade: 30% final exam, 50% quizzes, 20% class participation

Exam format: fill-in-the-blank, translation, composition, answering questions (in Russian)

RUSS 1106 INTERMEDIATE RUSSIAN

(Last taught: S93) prereq 1105, 4 cr

Instructor: WALTER R

General Ed Req: none

In class, we use Russian as much as possible. The grammar explanation is in English. Emphasis is on 4 basic skills; reading, writing, listening and speaking in Russian. Oral participation; questions-answer session, retelling stories we read, conversation.

Class time: 50% discussion, 50% grammar exercises; reading; conversation

Workload: 5 pages of reading per week, 3 exams, weekly grammar and oral assignments

Grade: 30% final exam, 50% quizzes, 20% class participation

Exam format: fill-in-the-blank, translation, composition, answering questions (in Russian)

RUSS 3101 THIRD-YEAR RUSSIAN

(Last taught: F93) prereq 1106, 4 cr

Instructor: SCHWEIKERT M

General Ed Req: none

Textbooks: Pulkina, "Russian (A Practical Grammar w/Exercises)". A packet with various reading materials. General objectives: reviewing the verb system. Emphasis on improving the basic skills: reading, writing, speaking, and understanding. Required of students: oral work - includes discussion of current events and reading materials. Compositions: topics are based either on selected readings or free topics. The oral presentation at the end of the quarter counts toward the final grade. The class is conducted mostly in Russian.

Class time: 20% lecture, 50% discussion, 30% grammar exercises

Workload: 20 pages of reading per week, 2 exams, 3 papers, 1 oral presentation

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

Exam format: answering questions (in Russian), short essay, translation, fill in the blanks

RUSS 3102 THIRD-YEAR RUSSIAN

(Last taught: W93) prereq 3101, 4 cr

Instructor: SCHWEIKERT M

General Ed Req: none

General objectives: reviewing of the Russian verbs, mainly the verbs of motion. Required: oral work - we will continue discussion on current events and reading materials. Compositions: topics are based either on selected readings or free topics. The 3-4 papers per semester (about 4 pp each - in Russian, of course) replace the quizzes. There is always a midquarter and a final written exam. Instead of oral exam, we have oral presentations. The class is conducted mostly in Russian, especially when one of the sections is taught by a visiting professor from Russia, who does not speak English. Text: Pulkina, "Russian Grammar", Lekic, "Stage Three", A packet with reading material (in original Russian).

Class time: 30% lecture, 50% discussion, 20% oral exercises

Workload: 20 pages of reading per week, 2 exams, 3 papers, weekly grammar and oral assignments

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

Exam format: fill-in-the-blanks, translation into Russian, answering questions to reading passages, making up sentences with given verbs, short essays.

RUSS 3102 THIRD-YEAR RUSSIAN

(Last taught: W94) prereq 3101, 4 cr

Instructor: STAFF

General Ed Req: none

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Required equivalent of first 2 years of Russian language and/or instructors approval. General objectives: Reviewing the verbs of motion and the nouns. Oral work based on our textbook Stage Three. Compositions: Topics are based on readings from Stage Three or free topics. The compositions (2-3 pages each in Russian, of course) replace the quizzes. The classes are conducted in Russian, especially when one of the sections is taught by a visiting professor from Russia, who does not speak English. Text: Pulkina, "Russian Grammar"; Lekic, "Stage Three".

Workload: 25 pages of reading per week, 2 exams, 4 papers, 1 oral presentation on chosen topics at end of quarter as part of the final exam

Exam format: varies with fill-in-the-blank, translation into Russian, answering questions to reading passages, making up sentences with given words, short essays

RUSS 3103 THIRD-YEAR RUSSIAN

(Last taught: S93) prereq 3102, 4 cr

Instructor: NADEZHINA I

General Ed Req: none

Text: Pulkina "Russian Grammar", Lekic "Russian Stage Three". General Objectives: Reviewing and in-depth studying of the verb aspects, participles and Russian syntax. Required of students: oral work based on Stage Three and other materials (literary, newspaper articles). Compositions: topics are based either on selected readings or free topics. There are 3 compositions per quarter.

Class time: 20% lecture, 50% discussion, 30% grammar exercises

Workload: 10 pages of reading per week, 2 exams, 3 papers, 1 oral presentation as part of final; weekly grammar and oral assignments

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

Exam format: fill-in-the-blank, short essay, translation from English to Russian, making up sentences with given words, answering questions

RUSS 3103 THIRD-YEAR RUSSIAN

(Last taught: S93) prereq 3102, 4 cr

Instructor: SCHWEIKERT M

General Ed Req: none

Text: Pulkina "Russian Grammar", Lekic "Russian Stage Three". General Objectives: Reviewing and in-depth studying of the verb aspects, participles and Russian syntax. Required of students: oral work based on Stage Three and other materials (literary, newspaper articles). Compositions: topics are based either on selected readings or free topics. There are 3 compositions per quarter.

Class time: 20% lecture, 50% discussion, 30% grammar exercises

Workload: 10 pages of reading per week, 2 exams, 3 papers, 1 oral presentation as part of final; weekly grammar and oral assignments

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

Exam format: fill-in-the-blank, short essay, translation from English to Russian, making up sentences with given words, answering questions

RUSS 3103 THIRD-YEAR RUSSIAN

(Last taught: S93) prereq 3102, 4 cr

Instructor: STAFF

General Ed Req: none

Text: Pulkina "Russian Grammar", Lekic "Russian Stage Three". General Objectives: Reviewing and in-depth studying of the verb aspects, participles and Russian syntax. Required of students: oral work based on Stage Three and other materials (literary, newspaper articles). Compositions: topics are based either on selected readings or free topics. There are 3 compositions per quarter.

Class time: 20% lecture, 50% discussion, 30% grammar exercises

Workload: 10 pages of reading per week, 2 exams, 3 papers, 1 oral presentation as part of final; weekly grammar and oral assignments

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

Exam format: fill-in-the-blank, short essay, translation from English to Russian, making up sentences with given words, answering questions

RUSS 3104 INTRODUCTION TO LITERARY ANALYSIS

(Last taught: W94) prereq 3103 or equiv or ¶3101 or ¶3102 or ¶3103, 4 cr

Instructor: JAHN G

General Ed Req: none

This course is devoted to instruction in and discussion of the basic principles of literary analysis and to the application of the principles discussed to selected works of 19th and 20th century Russian literature. Students must either have completed Third-Year Russian Language (Russ 3101-02-03) or equivalent or be currently enrolled in that series of courses. Primary texts will be read in Russian; secondary materials will be in Russian or in English. Class lectures and discussions will be in English. Evaluation of student performance will be based on the quality of student written work (at least one example of which will be written in Russian), examination papers, and contribution to class discussion. A variety of works will be assigned as required reading: lyric poems (Pushkin and others), short stories (Pushkin, Turgeneve, Gogol, Chekhov), and extracts from longer works (Tolstoy, Dostoevsky).

Class time: 20% lecture, 80% discussion

Workload: 100 pages of reading per week, 2 exams, 3 papers

Exam format: essay

RUSS 3106 CONTEMPORARY RUSSIAN LITERATURE AND CULTURE

(Last taught: S93) prereq 3105 or #, 4 cr

Instructor: CORTEN I

General Ed Req: none

This course is intended for advanced students of Russian (majors and non-majors) and is taught in Russian. The purpose of the course, aside from improving language skills, is to familiarize students with Russian literature and culture of the post-Stalin era (1953-1991). The texts include works of fiction and of journalism. Several Russian films are shown.

Class time: 20% lecture, 80% discussion

Workload: 30 pages of reading per week, 2 exams, 2 papers

Grade: 15% mid-quarter exam(s), 15% final exam, 40% written reports/papers, 15% in-class presentations, 15% class participation

Exam format: short essay

RUSS 3111 FOURTH-YEAR RUSSIAN

(Last taught: F92) prereq 3103, 4 cr

Instructor: WALTER

General Ed Req: none

The fourth-year Russian course exposes students to a variety of authentic printed materials which are discussed in class with an eye to the development of the students' oral proficiency. Materials are taken mostly from the contemporary Russian language press and include a broad range of topics. Individual students are encouraged to select and discuss materials of specific interest to them personally. Essays on topics arising from the required readings are regularly assigned. The class is conducted entirely in Russian.

Class time: 20% lecture, 80% discussion

Workload: 10 pages of reading per week, 2 exams

Grade: 25% final exam, 25% quizzes, 40% class participation, 10% problem solving

Exam format: fill in blanks and essay

RUSS 3111 FOURTH-YEAR RUSSIAN

(Last taught: F93) prereq 3103, 4 cr

Instructor: WALTER R

General Ed Req: none

The fourth-year Russian course exposes students to a variety of authentic printed materials which are discussed in class with an eye to the development of the students' oral proficiency. Materials are taken mostly from the contemporary Russian language press and include a broad range of topics. Individual students are encouraged to select and discuss materials of specific interest to them personally. Essays on topics arising from the required readings are regularly assigned. The class is conducted entirely in Russian.

Class time: 20% lecture, 80% discussion

Workload: 10 pages of reading per week, 2 exams

Grade: 25% final exam, 25% quizzes, 40% class participation, 10% problem solving

Exam format: essay

RUSS 3112 FOURTH-YEAR RUSSIAN

(Last taught: W94) prereq 3111, 4 cr

Instructor: WALTER R

General Ed Req: none

The fourth-year Russian course exposes students to a variety of authentic printed materials which are discussed in class with an eye to the development of the students' oral proficiency. Materials are taken mostly from the contemporary Russian language press and include a broad range of topics. Individual students are encouraged to select and discuss materials of specific interest to them personally. Essays on topics arising from the required readings are regularly assigned. The class is conducted entirely in Russian.

Class time: 20% lecture, 80% discussion

Workload: 10 pages of reading per week, 2 exams

Grade: 25% final exam, 25% quizzes, 40% class participation, 10% problem solving

Exam format: fill-in-the-blank, essay

RUSS 3421 LITERATURE: MIDDLE AGES-DOSTOEVSKY IN TRANSLATION

(Last taught: F93) §5421, 4 cr

Instructor: JAHN G

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is an historical survey of the development of Russian literature from its origins in the tenth century until the onset of the most celebrated period in Russian literary history, that of Realism, in the middle of the 19th century. The course consists of a combination of lectures and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, 'The Life of Archpriest Avvakum', and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contribution to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russ 3421 and required of those enrolled in Russ 5421.

Class time: 30% lecture, 70% discussion

Workload: 200 pages of reading per week, 2 exams

Grade: 25% mid-quarter exam(s), 50% final exam, 25% class participation

Exam format: mixed

RUSS 3422 LITERATURE: TOLSTOY TO THE PRESENT IN TRANSLATION

(Last taught: W94) §5422; prereq 1106 or equiv for Russ lang/lit maj, 4 cr

Instructor: CORTEN I

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Classes will be conducted through lectures and discussions of assigned texts. Students are urged to prepare thoroughly for each class and to participate in discussions. Although you will get the necessary basic information in the lectures, you may wish to supplement it with additional readings from the sources given in the syllabus, especially the texts by D. Mirsky, "History of Russian Literature", M. Slonim, "From Chekhov to the Revolution", and E. Brown, "Russian Literature Since the Revolution". These books contain a lot of useful factual information

on the topics you'll be studying. Required texts: "Great Short Works of Leo Tolstoy", "The Portable Chekhov", "We" by Zamyatin.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 optional paper

Grade: 40% mid-quarter exam(s), 60% final exam, or A quality paper 35%, midqtr exam 25%, final 40%; or B paper 25%, midqtr 35%, final 40%

Exam format: multiple choice, identifications, short essays

RUSS 5104 INTRODUCTION TO LITERARY ANALYSIS: SHORT STORIES

(Last taught: W94) prereq 3106 or equiv, 4 cr

Instructor: JAHN G

General Ed Req: none

This course is devoted to instruction in and discussion of the basic principles of literary analysis and to the application of the principles discussed to selected works of 19th and 20th century Russian literature. Students must either have completed Third-Year Russian Language (Russ 3101-02-03) or equivalent or be currently enrolled in that series of courses. Primary texts will be read in Russian; secondary materials will be in Russian or in English. Class lectures and discussions will be in English. Evaluation of student performance will be based on the quality of student written work (at least one example of which will be written in Russian), examination papers, and contribution to class discussion. A variety of works will be assigned as required reading: lyric poems (Pushkin and others), short stories (Pushkin, Turgenev, Gogol, Chekhov), and extracts from longer works (Tolstoy, Dostoevsky).

RUSS 5211 MODERN RUSSIAN LITERATURE IN TRANSLATION

(Last taught: S93) no prereq, 4 cr

Instructor: CORTEN I

General Ed Req: none

This course is intended for Russian majors and non-majors interested in twentieth-century Russian literature. Students are introduced to major writers and literary trends in chronological sequence from 1917 to the present. Literary works will be studied for their intrinsic (artistic) merit and also for their extrinsic (social, political, historical, etc.) significance. The material will be dealt with through lectures and discussions. Russian majors are strongly encouraged to read at least some of the materials in Russian. Required texts: "The Portable Twentieth-Century Russian Reader" ed. C. Brown, "The Master and Margarita" M. Bulgakov, "The Bedbug and Selected Poetry" V. Mayakovsky, "Cancer Ward" A. Solzhenitsyn, "We" E. Zamyatin.

Class time: 80% lecture, 20% discussion

Workload: 200 pages of reading per week, 2 exams, 1 paper

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

Exam format: multiple choice, identification, short essay

RUSS 5404 TOLSTOY IN TRANSLATION

(Last taught: W93) no prereq, 4 cr

Instructor: JAHN G

General Ed Req: none

This course provides a survey of the life and literary career of Leo Tolstoy (1828-1910), one of the most celebrated writers of nineteenth-century Russia. Known both as a writer of fiction and as a religious and social thinker, Tolstoy was perhaps the best-known Russian of his time. This is usually a rather small class, normally less than twenty students. Class time is split between lectures on Tolstoy's life and work and discussions of the required readings. This year we will be reading Tolstoy's long novels "War and Peace" and "Anna Karenina," as well as a shorter work, "The Death of Ivan Ilich." This is a graduate-

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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level course in its expectations, but advanced-standing undergraduate students are also most welcome to enroll. Experience has shown that undergraduates have been able to make a fully competitive showing in this course. Students in the class will be evaluated on the basis of their contribution to discussions and the quality of their papers (one substantial paper is required) and written examinations (two are scheduled, a mid-term and a final).

Class time: 30% lecture, 70% discussion

Workload: 250 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 40% final exam, 15% written reports/papers, 20% class participation

Exam format: essay, short answer

RUSS 5421 LITERATURE: MIDDLE AGES-DOSTOEVSKY IN TRANSLATION

(Last taught: F93) §3421, 4 cr

Instructor: JAHN G

General Ed Req: none

This is an historical survey of the development of Russian literature from its origins in the tenth century until the onset of the most celebrated period in Russian literary history, that of Realism, in the middle of the 19th century. The course consists of a combination of lectures and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, 'The Life of Archpriest Avvakum', and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contribution to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russ 3421 and required of those enrolled in Russ 5421.

Class time: 30% lecture, 70% discussion

Workload: 200 pages of reading per week, 2 exams, 1 paper

Grade: 20% mid-quarter exam(s), 50% final exam, 15% written reports/papers, 15% class participation

Exam format: mixed

RUSS 5422 LITERATURE: TOLSTOY TO THE PRESENT IN TRANSLATION

(Last taught: W94) §3422, 4 cr

Instructor: CORTEN I

General Ed Req: none

The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and help students understand and appreciate the works of individual writers. Classes will be conducted through lectures and discussions of assigned texts. Students are urged to prepare thoroughly for each class and to participate in discussions. Although you will get the necessary basic information in the lectures, you may wish to supplement it with additional readings from the sources listed on the syllabus, especially the texts by D. Mirsky, "History of Russian Literature", M. Slonim, "From Chekhov to the Revolution", and E. Brown, "Russian Literature Since the Revolution". These books contain a lot of useful factual information on the topics you'll be studying.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, 1 required paper

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

Exam format: multiple choice, identifications, short essay

RUSS 5425 EARLY 19TH-CENTURY RUSSIAN LITERATURE: PUSHKIN, LERMONTOV, GOGOL IN TRANSLATION

(Last taught: F92) no prereq, 4 cr

Instructor: ROSENSHIELD

General Ed Req: none

Russian Romanticism: This course focuses on the fiction of the three greatest Russian writers of the first half of the nineteenth century: Alexander Pushkin, Mikhail Lermontov, and Nikolai Gogol. The fiction of these writers has been traditionally seen as having laid the foundation of Russian realism. The emphasis of the present course,

however, will be on the romantic side of these writers. Their romanticism will be examined against the writings of their Russian and Western European contemporaries in order better to understand both their contributions to Russian literature and their place in the European Romantic movement. Readings include Pushkin's 'Eugene Onegin', 'The Queen of Spades', 'A Captain's Daughter', some of 'The Tales of Belkin'; Gogol's 'Dead Souls' and some of his short stories set in Ukraine and St. Petersburg; and Lermontov's 'A Hero of Our Time'.

RUSS 5601 TRANSLATING FICTION FROM RUSSIAN TO ENGLISH

(Last taught: F93) prereq at least 3 yrs of college level Russ, #, 4 cr

Instructor: CORTEN I

General Ed Req: none

This course aims to teach the adv. student of Russian to distinguish and appreciate a variety of Russian literary styles from the beginning of the 19th century to the present, through "hands-on" experience of translation. Students will work with selected texts written by well-known Russian authors. Class time will be devoted to examining the stylistic features and cultural context of these writings and guiding students in translating them into good literary English. Some theoretical aspects of literary translation will also be considered. Students will be expected to prepare each assignment carefully and to participate actively in class discussions. In addition, several longer translations, on which students will work outside of class, will have to be submitted. It is not the purpose of this course to increase ability to write or speak Russian (it is assumed that a certain level of proficiency in these areas has been attained in earlier courses). The instructor will speak Russian as much as is practicable and students are encouraged to respond, but English will be used in substantive discussions of literary style, translation methodology and other related issues in order to ensure proper understanding of these important questions.

Class time: 20% lecture, 80% discussion

Workload: 3 long translations and 6 short ones (50 pages total)

Grade: 25% class participation, 75% problem solving

SANSKRIT

SKT 5131 BEGINNING SANSKRIT

(Last taught: F93) no prereq, 5 cr

Instructor: MALANDRA W

General Ed Req: none

The course is an introduction to the classical language of ancient India. Sanskrit is the basic language of Hinduism and Mahayana Buddhism, and also is the medium for a vast literature embracing the art and sciences of ancient India. Sanskrit would be of special interest to students in comparative studies of religion, literature and Indo-European linguistics. The textbook used was written for American college students without previous knowledge of a classical language. Since Sanskrit is a "dead" language, the main emphasis of the course is on reading. Classes are small with individual attention to students and are taught by the professor, not a TA.

Class time: interactive language learning; some lecturing

Workload: 5-6 lessons are covered during the 1st quarter

Grade: 25% mid-quarter exam(s), 50% final exam, 25% lesson assignments, quizzes, class participation

Exam format: written: translations, grammatical forms

SKT 5161 ADVANCED SANSKRIT

(Last taught: F92) prereq 5133, 4 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: none

Reading and understanding of classical Sanskrit literature: passages from Hitopadesha and Bhagavad-Gita.

Class time: 20% discussion, 80% daily/weekly translation exercises

Workload: 10 pages of reading per week, translation of 5-7 pages

Grade: 20% mid-quarter exam(s), 20% final exam, 60% presentation of translations

Exam format: short-essay translations

SCANDINAVIAN

SCAN 3503 SCANDINAVIAN FOLKLORE

(Last taught: F93) no prereq, 4 cr

Instructor: GRIMSTAD K

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The course focuses on folk tales and legends as literature. We look at form and content in these genres and survey several theoretical approaches to the material, attempting among other things to discover a worldview expressed in the tales.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 3 papers

Grade: 100% written reports/papers

SCAN 5501 SCANDINAVIAN MYTHOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: GRIMSTAD K

General Ed Req: none

Scandinavian myths/tales based on the Poetic Edda and Prose Edda. The aim of the course is to set these tales into their historical context and to examine the narrative structure of the tales. The course does not deal with Scandinavian mythology as a pre-Christian religious system.

Class time: 50% lecture, 50% discussion

Workload: 200 pages of reading per week, 2 papers

Grade: 100% written reports/papers

SCAN 5702 OLD NORSE LANGUAGE AND LITERATURE

(Last taught: W94) prereq 5701, 4 cr

Instructor: GRIMSTAD K

General Ed Req: none

The course is a continuation of Scan 5701. It is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. The second quarter focuses also on general aspects of the culture and its literature. Readings in this course are devoted to selections from the sagas, including one complete saga, to be supplemented with some literary-cultural discussions, as time allows. Translation techniques include both close reading of texts with parsing and rapid reading for content only.

Class time: 100% translation of texts

Workload: 120 lines of text per week

Grade: 100% quizzes

Exam format: passage to be translated with questions on grammar

SCAN 5703 OLD NORSE: SAGA READING AND ANALYSIS

(Last taught: S93) prereq 5702, 4 cr

Instructor: GRIMSTAD K

General Ed Req: none

The course focuses on reading two Old Norse sagas and discussing the relevant scholarship on these sagas. Discussion will be structured around class reports on assigned articles. Students are asked to write one 10-15 page research paper by the end of the course.

Class time: 5% lecture, 95% discussion

Workload: 50 pages of reading per week, 1 paper, oral class reports on articles read

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: no exams

SCIENCE IN AGRICULTURE

SCAG 1001 ORIENTATION TO SCIENCE IN AGRICULTURE

(Last taught: F93) no prereq, 1 cr

Instructor: HUNTER A !!College of Agriculture Distinguished Teacher!!

General Ed Req: none

Introduction to what science is all about and what is needed to have a career in science. Students will take a historical tour of the St. Paul Campus high-lighting the scientists and their findings. Students will interview faculty and outside resource people as to what their scientific career is all about. Course is writing intensive requiring weekly reports and a final term paper on various issues and aspects of science.

Class time: 100% discussion

Workload: 30 pages of reading per week, 1/2 paper/wk; 9 assignments are written and require a report

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

Exam format: only assignments (essay)

SCAG 1500 BIOTECHNOLOGY, SOCIETY AND THE ENVIRONMENT

(Last taught: W94) §Agro 1500, AnSc 1500, FScN 1500, PIPa 1500, Soil 1500; prereq high schl biol, chem, 3 cr

Instructor(s): YOUNG N, 3 OTHERS

General Ed Req: none

For students (both science and non-science majors) who want to know more about biotechnology, genetic engineering, and their impact on people and the environment. This course introduces basic concepts in molecular biology, but in a relatively non-technical way. The class is organized to have lots of opportunity for group work and active learning as well as traditional lectures. Some of the topics include: Gene engineering in microbes, plants, and animals; Food biotechnology; Genetically engineered medicines; Using microbes to clean up pollution; Biotechnology and global change; DNA fingerprinting; Genome mapping projects; Ethical and legal issues in biotechnology.

Class time: 60% lecture, 30% discussion, 10% videos, individual exercises, other

Workload: 30 pages of reading per week, 2 exams, 1 paper, journal, question and problem sets

Grade: 20% mid-quarter exam(s), 30% final exam, 20% written reports/papers, 20% special projects, 10% problem solving

Exam format: mid-term is largely multiple choice and short answer; final is largely short answer and essay

SLAVIC

SLAV 3900 TOPICS IN RUSSIAN AND EAST EUROPEAN STUDIES: THE IMAGE OF THE JEW IN RUSSIAN LITERATURE

(Last taught: F92) max 12 cr, 4 cr

Instructor: ROSENSHIELD

General Ed Req: none

This course traces the representation of the Jew in Russian literature and culture from the beginning of the nineteenth century to the present day. The first half of the course will focus on works both of fiction and nonfiction of the most prominent non-Jewish writers, such as Pushkin, Gogol, Turgenev, Dostoevsky, Leskov, and Chekhov. In the twentieth century Jewish writers—such as Babel, Pasternak, Mandelstam, and Brodsky—themselves begin to make outstanding contributions to Russian literature and culture. The second half of the course therefore will deal with the representation of Jews in Russian literature and

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A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

culture both by Jews and Non-Jews. Questions of ethnic stereotyping, projection, marginality, anti-Semitism, and scapegoating will be discussed in the context of the social and political development of the tsarist and Communist regimes, as well as the present transitional government of the Russian republic.

SLAV 5900 TOPICS IN RUSSIAN AND EAST EUROPEAN STUDIES: MODERN RUSSIAN SHORT STORY

(Last taught: F93) max 12 cr, 4 cr

Instructor: MAYO A

General Ed Req: none

This course provides an account of the Russian short story from the beginning of the 20th Century through 1939. Readings will be chosen from works by Sologub and Brusov (symbolist writers), as well as from those by Chekov, Bunin through Olesha and Pilnyak. Lecture and discussion formatted classes will be conducted in English in order to help students to understand the writings of individual authors. Use of Russian language skills, however, will be welcomed. Although assigned readings will be handed out in class, you are encouraged to supplement these by using "Russian Literature Since the Revolution," by E. Brown, and "Handbook of Russian Literature," edited by V. Terras. Course grade is to be based on a midterm exam, a final paper, and class discussion.

Class time: 30% lecture, 70% discussion

Workload: 170 pages of reading per week, 1 exam, 1 paper

Grade: 30% mid-quarter exam(s), 30% written reports/papers, 40% class participation

Exam format: essay

SOCIOLOGY

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: F92) no prereq, 4 cr

Instructor: BIAN Y

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The purpose of the course is to provide you a basic understanding of sociology. The required text, *Sociology: An Introduction* (3rd edition) by C.B. Doob, and other materials to be covered in the class will introduce you to sociological perspectives of human society, the individual in society, inequalities in modern society, the institutions of American society, and issues related to social changes in today's world. The role of research in the discipline also will be discussed.

Class time: 90% lecture, 10% discussion

Workload: 15 pages of reading per week, 3 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: multiple choice

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: GALASKIEWICZ J

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The course is designed to give the student an introduction to the discipline of sociology. We explore micro and macro theories of social organization, review substantive areas (e.g., stratification, gender, race/ethnicity, social class, community, formal organizations, small groups, etc.), and scrutinize the methods and underlying assumptions of the field. We will also examine the ways in which sociological research has been and can be used to solve social problems. Since the class is quite large the instructor will rely heavily on lectures, videos and other visual aids. Exam material taken from textbook, supplementary readings, and lectures. Students will be expected to write an 8 to 12 page paper on a policy area where sociology has made some contribution. No math background required.

Workload: 70 pages of reading per week, 2 exams, 1 paper

Exam format: multiple choice, short essays

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: KENNEDY R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Purpose of this course is to introduce you to the sociological perspective by using it to examine the American society. The goal of the course is to enlarge your awareness of the society in which, barring emigration, you will spend the rest of your life. Objectives: On completion of

the course, you should be better able to: 1) interpret current and future events in your everyday life in light of the sociological perspective; 2) understand the consequences for your own life of large-scale social trends; 3) begin applying this knowledge in making important life choices, thereby improving your life prospects. Topics: Major life situations and social trends examined include educational choices, family arrangements, status striving and social mobility, political processes, minority group relations, the questions of conformity, and the long-term impact of population growth. Texts: J. J. Macionis "Sociology" 1991; R. E. Kennedy, Jr. "Life Choices: Applying Sociology" 2nd edition, 1989, paper.

Workload: 3 exams, 1 paper, daily reading

Grade: 51% mid-quarter exam(s), 35% final exam, 14% written reports/papers

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: S93) no prereq, 4 cr

Instructor: SPITZER S

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Overview of major theories methods, concepts, and research findings relevant to an understanding of social behavior, social structure and function. Attention is directed to characteristics of basic social units (social relations, groups, organizations, institutions) and to social processes contributing to the patterns observed and changes undergone. The major method of delivery is the lecture, with provision for class discussion, film and video showings, sample paper-and-pencil instrument administration, and classroom demonstrations. A term project of a small scope is likely to be required. Textbook not selected as yet.

Class time: 80% lecture, 10% closed-circuit TV, 5% discussion, 5% demonstration

Workload: 60 pages of reading per week, 2 exams, 1 paper

Grade: 40% mid-quarter exam(s), 50% final exam, 5% quizzes, 5% problem solving assignments include written reports or papers

Exam format: multiple choice

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: F93) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The course provides the student with an introduction to the discipline of sociology. After reviewing the history of sociology, its methodology and major theories, students examine such basic concepts as deviance, social structure, culture, socialization and stratification. Other topics covered include gender, race relations, formal organizations, small groups, the urban community, and technology and social change. The course also examines the family, polity, economy, law, religion, and health care from a sociological perspective. Most classes are lecture format with some opportunity for class discussion. On occasion there will be films and video presentations and guest lecturers. The choice of text and readings is at the discretion of the instructor.

Class time: 90% lecture, 10% discussion

Workload: 60 pages of reading per week, 3 exams, 1 paper

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: multiple choice, some short answer essay

SOC 1001 INTRODUCTION TO SOCIOLOGY

(Last taught: W93) no prereq, 4 cr

Instructor: ZAFFIRO J V

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Introduction to the scientific study of social behavior. Overview of the major theories, methods, concepts and research findings. The course is designed to give the student an understanding of sociological concepts and their interrelation.

Class time: 80% lecture, 10% closed-circuit TV, 10% discussion

Workload: 40 pages of reading per week, 3 exams

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

Exam format: multiple choice

SOC 1001H HONORS COURSE: INTRODUCTION TO SOCIOLOGY

(Last taught: W94) no prereq, 4 cr

Instructor: BRUSTEIN W

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The scientific study of social behavior. Overview of major theories,

methods, concepts and research findings. Characteristics of the basic social units (social relations, groups, organizations, institutions, society), their patterns of interrelation, and processes of change from hunting and gathering to the advanced industrial era. Emphasis placed upon a wholistic, cross-cultural, and historical approach to societal evolution.

Workload: 150 pages of reading per week, 2 exams, 1 paper
Exam format: short answer essay

SOC 1003 SOCIAL PROBLEMS

(Last taught: W94) no prereq, 4 cr
Instructor: COOPERMAN D !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)
Description: 1) Analysis of meaning of the term 'social problems'. Conventional conceptions and research questions. 2) Aspects of social problems: objective, subjective, political, social structural, individual. Changes in definitions of social problems. Role of social movements. public policy solutions. 3) Theories (explanation claims) on the causes of social problems. Are there "root causes"? What is meant by "causes"? 4) Analysis of selected social problems. Text: Charles Zastrow, "Social Problems. Issues and Solutions" 3rd edition, 1992. Smith Bookstore.

Class time: 75% lecture, 25% discussion
Workload: 75 pages of reading per week, 2 exams
Grade: 25% mid-quarter exam(s), 50% final exam, 25% problem solving
Exam format: closed ended essay

SOC 3102 INTRODUCTION TO CRIMINAL BEHAVIOR AND SOCIAL CONTROL

(Last taught: S93) prereq 3101, 4 cr
Instructor: GARTNER R

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)
This course provides an overview of the sociological study of crime. We first discuss the nature and competing definitions of crime, issues in measuring crime and the social correlates of criminal behavior and victimization. Following this are sections analyzing property crimes, crimes of violence, the enforcement of morals, and crime in high places. The next sections provide an overview of explanations and theories of crime, including biological theories, social structural and cultural theories and social interaction theories of crime. The final section of the course addresses some of the current public debates related to crime and its control, such as gun control, legalization of drugs, and imposition of the death penalty. A textbook, reader, and packet of photocopied materials will be used. Class time will be used for lectures, group work, and discussion.

Class time: 60% lecture, 40% discussion
Workload: 75 pages of reading per week, 2 exams, 1 paper
Grade: 30% mid-quarter exam(s), 40% final exam, 30% written reports/papers
Exam format: combination of multiple choice, short answer, essay

SOC 3102 INTRODUCTION TO CRIMINAL BEHAVIOR AND SOCIAL CONTROL

(Last taught: W94) prereq 3101, 4 cr
Instructor: KRUTTSCHNITT C

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)
This course is designed to give students an overview of the field of criminology. It will cover the extent and causes of crime as well as some current topics in criminology.

Workload: 70 pages of reading per week, 3 exams
Exam format: multiple choice

SOC 3201 PRINCIPLES OF SOCIAL PSYCHOLOGY

(Last taught: S93) prereq 1001, 5 cr

Instructor: FOURNIER S

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The foundation of the course rests upon the assumption that individual psychologies, interpersonal relations, and group relations are all influenced by the larger structures (institutions) in society, such as family, education, inequalities, economics, etc. We will focus on how human beings exist in society and how they interact with each other. We will do this by examining the two basic systems of forces: the person and the social environment. In the process we will examine the social psychological norms (rules) which enable a mass of humans to coexist within society, as well as various contemporary social problems and issues, including aggression, conflict racism, ageism, sexism and sexuality.

Class time: 50% lecture, 25% discussion, 25% laboratory
Workload: 100 pages of reading per week, 2 exams, 4 papers
Grade: 25% mid-quarter exam(s), 35% final exam, 40% written reports/papers
Exam format: multiple choice, true/false, short-answer

SOC 3201 PRINCIPLES OF SOCIAL PSYCHOLOGY

(Last taught: F93) prereq 1001, 5 cr

Instructor: SPITZER S

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

Overview of theories and research in social psychology, with emphasis on relationships between the individual and society. Includes examination of socialization and development processes, identity formation, attitude formation and change, group dynamics, and interaction processes. Topics such as intergroup relations, interpersonal attraction, gender roles and sexuality, are also covered. Weekly class sessions are primarily of the lecture type, but with provision for class discussion, film and video showings, computer game simulations, sample instrument administration and familiarization, and demonstrations of various types. Laboratory sessions are more directly interactive and directed toward the execution of four small scale studies and development of skills for writing research reports. Text: VanderZanden, "Social Psychology" (4th ed) Random House, 1987 will probably be used.

Class time: 50% lecture, 5% closed-circuit TV, 10% discussion, 30% laboratory, 5% demonstrations
Workload: 60 pages of reading per week, 2 exams, 4 papers
Grade: 25% mid-quarter exam(s), 35% final exam, 5% quizzes, 5% problem solving, 30% lab work includes written reports or papers
Exam format: multiple choice

SOC 3401 PRINCIPLES OF SOCIAL ORGANIZATION

(Last taught: W93) prereq 1001, 3801, 5 cr

Instructor: GALASKIEWICZ J

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

The purpose of the course is to give the student a better understanding of social organization as a field of inquiry. After reviewing the classical theoretical treatises on social structure (structural functionalism and marxism), we review research on four different units of analysis: households, formal organizations, urban/regional systems, and states. We then focus on three key social processes found within all social organizations: social stratification, collective action, and social control. We rely heavily on review articles to give us a general idea about the research that's been done on these topics. There are no textbooks, but students are required to buy one book and a packet of readings. There are labs and students will be expected to do research presentations for labs.

Class time: 75% lecture, 25% laboratory
Workload: 2 exams, 1 lab presentations, reading per week varies

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Grade: 30% mid-quarter exam(s), 50% final exam, 20% lab work
Exam format: essay

SOC 3401 PRINCIPLES OF SOCIAL ORGANIZATION

(Last taught: W94) prereq 1001, 3801, 5 cr

Instructor: SAVELSBERG J

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This required sociology class deals with the different principles of social organization that makes social order possible and prevents chaos in human society. It is divided in three parts. I. We first discuss three basic mechanisms through which social order is established: culture; interest and exchange networks; and social control. II. We then consider the hierarchical organization of society of social stratification. Culture, exchange, and social control do not just establish order, they also reflect and reinforce social inequality. We read and discuss examples for stratification along class, gender, and racial/ethnic lines. III. The third part of this class deals with mechanisms of social organization that are unique to modern organizations. We study how these mechanisms merged and look at on individual freedom and friendship ties.

Class time: 50% lecture, 10% discussion, 40% laboratory

Workload: 40 pages of reading per week, 3 exams, 1 paper, several short summaries

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

Exam format: multiple choice and short answers

SOC 3411 UNDERSTANDING FORMAL ORGANIZATIONS

(Last taught: W94) prereq 1001, 4 cr

Instructor: GALASKIEWICZ J

General Ed Req: none

The course provides an overview of different theories of complex organizations as developed in the sociological literature. After reviewing theories of bureaucracy and organizational structure, we turn to theories that focus on the organizational-environment interface. These include ecological and institutional theories as well as transaction cost analysis. The course concludes exploring alternatives to the weberian rational-legal model of complex organizations. The format is lecture, small group discussion, and student presentations. The text is Steward Clegg's "Modern Organizations". Two additional books are required as is a packet of readings. Exams will be essay-style, and students will be required to do a research paper.

Class time: 70% lecture, 20% discussion, 10% student presentations

Workload: 2 exams, 1 paper

Exam format: essay

SOC 3456 WESTERN EUROPEAN SOCIETIES

(Last taught: W94) no prereq, 4 cr

Instructor: COOPERMAN D !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

Course goals: 1) To examine selected aspects of the social-economic organization and cultural patterns of contemporary Western European societies by comparing societies with regard to demographic, economic, community, social class and life style, urbanization, ethnic and cultural characteristics; 2) To analyze types and degrees of variation in socioeconomic structures, including public-private sector relationships. Explanation claims for variations will be critically reviewed; 3) To describe and account for trans-European developments including, economic and urban regionalism, cultural transactions, and multinational economic structures. The course begins with judgments and interpretations of current issues and trends in general. Then, specific societies are separately studied. Finally, inter-societal developments are considered. Text: selected readings.

Class time: 75% lecture, 25% discussion

Workload: 100 pages of reading per week, 2 exams, optional term paper

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

Exam format: closed ended essay

SOC 3481 MODERN JAPANESE SOCIETY

(Last taught: F93) §EAS 3481; prereq introductory sociology or #, 4 cr

Instructor: BROADBENT J

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course introduces students to the social aspects of modern

Japanese society that underlie its astounding economic success. It will cover both the major institutions and their foundations in the formation of the personality and the basic forms of social relationships. We start with a brief historical overview, then move to the basic values expressed in religion and art. Then we look at social relations and the self, as they develop in the family. Successively, we consider how these play out in education, work, politics, the status of women, discrimination problems, social movements and Japan's internationalization. The course reader draws from major new works in the field. A research paper is required.

Class time: 60% lecture, 40% discussion

Workload: 60 pages of reading per week, 2 exams, 1 paper

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

Exam format: take-home essay questions

SOC 3503 SEX, ROMANCE, AND RELATIONSHIPS

(Last taught: S93) prereq 1001, 4 cr

Instructor: PHILLIPS S

General Ed Req: none

Sociological, historical, and feminist perspectives on gender relationships and personal life; ideas of masculinity and femininity; the social and historical construction of love and romance, intimacy; emotional and personal life, and sexuality.

Class time: 50% lecture, 40% discussion, 10% films etc.

Exam format: multiple choice, essay

SOC 3524 AMERICA'S SEXUAL CRISIS

(Last taught: F93) no prereq, 4 cr

Instructor: REISS I

General Ed Req: none

The basic aim of the course is to increase the awareness of the student regarding the causes of our country's very high rate of sexual problems such as AIDS, rape, teenage pregnancy and sexual abuse of children. The sort of changes needed in our society to lower these rates are spelled out. Comparisons with other countries are made. Awareness of our society's restraints are moving in directions that will help resolve these problems are documented. Reasoning and evidence is covered on all topics.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams

Grade: 66% mid-quarter exam(s), 33% final exam

Exam format: multiple choice, about 55 questions on each of the three exams

SOC 3551 WORLD POPULATION PROBLEMS

(Last taught: W94) no prereq, 4 cr

Instructor: KENNEDY R

General Ed Req: (CLA: WS) (CBS: WS)

Our purpose is to examine the causes and consequences of rapid human population growth. Our goal is to enlarge your awareness of the impact that world population processes have on your own personal life. Objectives: On completion of the course, you should be better able to: 1) interpret current and future events in your everyday life using the demographic perspective; 2) understand the consequences for your own life of large-scale demographic trends; 3) begin applying this knowledge in making your own important life choices, thereby improving your life prospects. Topics covered: The scope of the course is worldwide, and the time-frame covers centuries. Population dynamics in the U.S. are examined closely because Americans are major consumers of world resources, and important contributors to world pollution. For example, the per person consumption of energy in the U.S. is about 40 times larger than in countries such as India, Indonesia, Nigeria, or Pakistan. Texts: J.R. Weeks "Population: An Introduction to Concepts and Issues" 5th edition, 1992; R.E. Kennedy, Jr., "Life Choices: Applying Sociology" 2nd edition, 1989, paper; D.H. Meadows, et al, "Beyond the Limits" 1992.

Class time: 85% lecture, 15% discussion

Workload: 3 exams, 1 paper, daily reading

Grade: 51% mid-quarter exam(s), 35% final exam, 14% written reports/papers

SOC 3601 URBAN COMMUNITY

(Last taught: S93) prereq 1001 or 1002, 4 cr

Instructor: GALASKIEWICZ J

General Ed Req: none

This course examines the social structures and processes that underlie the urban community. We begin by reviewing the history of the city, then we focus on changes in the American city with particular attention to the pre-modern, industrial, and post-industrial cities. Several theories explaining how and why cities change will be introduced. More specifically, we examine race and ethnic relations, the distribution of jobs across the urban landscape, deviant subcultures, housing, and corporate-community relations. The course concludes with an examination of urbanization outside the U.S. and particularly in East Asia. Students will be required to buy the textbook and several articles from Copies on Campus.

Class time: 70% lecture, 30% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay

SOC 3755 INTRODUCTION TO POLITICAL SOCIOLOGY

(Last taught: W93) prereq 1101 or #, 4 cr

Instructor: BRUSTEIN W

General Ed Req: (CLA: C-1) (CSOM: C) (IT: C) (CBS: C)

This course is designed to teach you to apply the basic concepts and central theoretical traditions of political sociology to the study of contemporary political issues. The first part of the course explores the concepts of power, politics, and the state as well as three influential theoretical traditions rooted in the writings of Marx, Weber, and de Tocqueville. The second part of the course applies these concepts and theories to the study of different forms of the state: democracy, fascism, communism, and social democracy. We will explore the ideology, social origins, and institutional structure of each of these state forms. The third part of the course focuses on the dynamics of political conflict and political change, exploring processes of revolution and nation-building as well as the role of social movements and political parties in processes of change. In examining these different issues, we will address a variety of methodological and theoretical concerns regarding the conceptualization, measurement, and explanation of political phenomena.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 3 papers

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

SOC 3801 SOCIOLOGICAL METHODS I: DESCRIPTIVE STATISTICS

(Last taught: W94) prereq intermediate algebra or GC 0631, 5 cr

Instructor: LEIK R

General Ed Req: (CLA: A*)

The purpose of this course is to introduce the concepts and methods of descriptive statistics. Emphasis is on how to describe characteristics of sample data, ranging from simple measures of average and variation to the relationships among two or more variables. More advanced topics such as assessing causality and developing structural models will be introduced. Lectures concern underlying principles and the interrelationships among the various methods. The laboratory focusses on using computers to analyze data via SPSS.

Workload: 20 pages of reading per week, 3 exams, weekly lab exercises (2-3 pages usually)

Grade: KJG

Exam format: about 50% short essay and 50% computation

SOC 3801 SOCIOLOGICAL METHODS I: DESCRIPTIVE STATISTICS

(Last taught: W93) prereq intermediate algebra or GC 0631, 5 cr
Instructor: MCTAVISH D !!Morse Alumni Teaching Award Winner!!

General Ed Req: (CLA: A*)

The first of a three-quarter sequence, this course deals with statistical description of social science data. It begins with a class survey illustrating the source and character of social science data and the way variables are measured. Computers are used to accomplish clerical mathematics on a widely used statistical package (SPSS), but no prior computer skill required. Later we shift from the class survey to a large, professional quality, national survey which is used in most of the assignments. By content, the course moves from descriptions of one variable, including rates, percent change, graphic techniques, and summary measures of central tendency, variation and form. The second part deals with descriptions of the relationship of two variables. The last segment concerns descriptions of multivariate relationships, including patterns of partialling, multiple regression, path analysis, log linear analysis, and, if there is time, cluster and factor analysis. Each segment is handled in a comparative way.

Class time: 25% lecture, 25% discussion, 25% laboratory, 25% participation required

Workload: 360 pages of reading per week, 3 exams, 7 assignments

Grade: 27% special projects, 40% quizzes, 60% lab work

Exam format: multiple choice, short answer, matching (interpretative and not computational)

SOC 3802 SOCIOLOGICAL METHODS II: STATISTICAL INFERENCE

(Last taught: W93) prereq 3801, 5 cr

Instructor: LEIK R

General Ed Req: (CLA: A*)

The purpose of this course is to acquaint the student with the logic and procedures used in testing theoretical ideas based on research data. Contemporary computer equipment eliminates the need for doing computations the hard way, but unless the reasons for those computations are understood, the procedures used may be inappropriate, making conclusions based on them invalid. Therefore, the emphasis is on understanding the reasoning and to some extent the equations involved. The content of the course includes an overview of probability theory, the idea of sampling distributions, ways to estimate population proportions, means and variances based on sample data, tests about proportions, means and variances for one or two samples, an introduction to analysis of variance, and tests for bivariate association, regression and correlation. There are two tests during the quarter plus a final examination. All tests are composed about equally of short essay questions emphasizing understanding of principles, and computational questions. Small laboratory sections allow students to interact more readily with a laboratory assistant, to gain "hands-on" experience with computers and to get feedback on regularly assigned exercises.

Class time: 50% lecture, 5% discussion, 25% laboratory

Workload: 25 pages of reading per week, 3 exams, lab exercises weekly

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

Exam format: 50% essay, 50% computation

SOC 3802 SOCIOLOGICAL METHODS II: STATISTICAL INFERENCE

(Last taught: W94) prereq 3801, 5 cr

Instructor: MCLEOD J

General Ed Req: (CLA: A*)

This course focuses on the logic of statistical inference and the

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

mechanics of inferential statistics. Statistical inference involves making generalizations about the characteristics of a population based on information from a sample. The first part of the course describes the general logic of inference. The second part of the course applies that logic to specific analysis problems. Throughout the course, we will use examples from the literature on racial privilege and discrimination. Thus, students will leave the course with a basic understanding of how statistics work and an appreciation for how statistics can be used to understand processes of social stratification. Most class sessions will involve a mixture of lecture and problem-solving (in groups); laboratory sessions focus on reviewing course material and enhancing computer skills. The course text will be the same as the text used for Sociology 3801 (the prerequisite course) during Fall quarter, 1993: Healey's "Statistics: A Tool for Social Research".

Workload: 15 pages of reading per week, 2 exams, computer assignments (4), nongraded problem sets (6)

Exam format: short answer, definitions, problems

SOC 3802H HONORS COURSE: SOCIOLOGICAL METHODS II: STATISTICAL INFERENCE

(Last taught: W93) prereq 3801H or #, 5 cr

Instructor: LEIK R

General Ed Req: (CLA: A*)

The purpose of this course is to acquaint the student with the logic and procedures used in testing theoretical ideas based on research data. Contemporary computer equipment eliminates the need for doing computations the hard way, but unless the reasons form those computations are understood, the procedures used may be inappropriate, making conclusions based on them invalid. Therefore, the emphasis is on understanding the reasoning and to some extent the equations involved. The content of the course includes an overview of probability theory, the idea of sampling distributions, ways to estimate population proportions, means and variances based on sample data, tests about proportions, means and variances for one or two samples, an introduction to analysis of variance, and tests for bivariate association, regression and correlation. There are two tests during the quarter plus a final examination. All tests are composed about equally of short essay questions emphasizing understanding of principles, and computational questions. Small laboratory sections allow students to interact more readily with a laboratory assistant, to gain "hands-on" experience with computers and to get feedback on regularly assigned exercises.

Class time: 50% lecture, 5% discussion, 45% laboratory

Workload: 25 pages of reading per week, 3 exams, lab exercises weekly

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

Exam format: 50% essay, 50% computation

SOC 3802H HONORS COURSE: SOCIOLOGICAL METHODS II: STATISTICAL INFERENCE

(Last taught: W94) prereq 3801H or #, 5 cr

Instructor: MCLEOD J

General Ed Req: (CLA: A*)

This course focuses on the logic of statistical inference and the mechanics of inferential statistics. Statistical inference involves making generalizations about the characteristics of a population based on information from a sample. The first part of the course describes the general logic of inference. The second part of the course applies that logic to specific analysis problems. Throughout the course, we will use examples from the literature on racial privilege and discrimination. Thus, students will leave the course with a basic understanding of how statistics work and an appreciation for how statistics can be used to understand processes of social stratification. Most class sessions will involve a mixture of lecture and problem-solving (in groups); laboratory sessions focus on reviewing course material and enhancing computer skills. The course text will be the same as the text used for Sociology 3801 (the prerequisite course) during Fall quarter, 1993: Healey's "Statistics: A Tool for Social Research".

Workload: 15 pages of reading per week, 2 exams, computer assignments (4), nongraded problem sets (6)

Exam format: short answer, definitions, problems

SOC 3811 COMPUTER USAGE FOR SOCIAL STATISTICS

(Last taught: W94) ¶3801 rec, 1 cr

Instructor: BOUCHER T

General Ed Req: none

This course was originally designed to offer undergraduate students in Sociology the opportunity to learn practical computer skills related to the world of Social Statistics. This course is intended primarily to be taken in conjunction with SOC3801, Descriptive Statistics. For that reason, many of the things you will learn will coincide with what is being taught in that course currently. This however is not designed to be a statistics course. We will be spending the majority of our time learning about computers and software. By the time December 3rd rolls around you will be familiar not only with SPSS on VAX (statistical data analysis software), but with many basic VMS commands, electronic mail, and other communications software. You need not have any computing experience to take this class. I know that all of you will have different levels of knowledge, and this class will take that into account.

Class time: 20% lecture, 80% laboratory

Workload: 50 pages of reading per week, 7 assignments worth 5-40% of their grade

Grade: 100% special projects

SOC 3811 COMPUTER USAGE FOR SOCIAL STATISTICS

(Last taught: F93) ¶3801 rec, 1 cr

Instructor: STAFF

General Ed Req: none

Designed to complement Soc 3801 (Descriptive Statistics). Learn how to generate statistics using SPSS and interpret output. Also learn basic computer skills and some word-processing skills (if time allows).

Class time: 10% lecture, 90% laboratory

Workload: 10 pages of reading per week, 4-5 computer assignments

Grade: 100% computer assignments

SOC 3951 COMPARATIVE ETHNIC GROUP RELATIONS

(Last taught: S93) prereq 1001 or #, 4 cr

Instructor: SYKES R

General Ed Req: (CLA: CP) (CBS: CP)

This is a course in comparative ethnic group relations. It examines the import of ethnic groups in world history. Case studies include South Africa, Central America, Thailand, and some nations currently in the news. The United States is included for purposes of comparison. Basic goals are understand ethnic groups, their origins, the stages of their relations with other groups, their effect on identity and community, and their importance in the world today.

Class time: 90% lecture, 10% discussion

Workload: 75 pages of reading per week, 3 exams, 1 paper

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

Exam format: multiple choice

SOC 5101 SOCIOLOGY OF LAW

(Last taught: F92) prereq 3101, 3102 or #...5705 rec, 4 cr

Instructor: SAVELSBERG J

General Ed Req: none

The course deals with the interrelation between law and society. It shows how the sociological study of society and its parts (polity, economy, community) depends on the understanding of their legal environment. The course further discusses that law cannot be understood without the social environment, the political economy, the communities, and organizations through which it functions. Sections of the class will deal with the origins of law, law in relation to other subsystems of society, the legal profession, the role of law in social change and modernization. I will integrate some current public debates on sociolegal issues.

Class time: 70% lecture, 30% discussion, instruction style depends on class size

Workload: 40 pages of reading per week, 3 exams, 1 paper, several short summaries

Grade: 40% mid-quarter exam(s), 30% final exam, 30% written reports/papers, active student participation is expected

Exam format: multiple choice and short answer

SOC 5102 CRIMINOLOGY

(Last taught: F93) prereq 3101, 3102 or #, 4 cr

Instructor: KRUTTSCHNITT C

General Ed Req: none

This course critically examines the major sociological theories of crime and deviance in light of what is known about the nature and extent of crime in our society and efforts to reduce crime. Building on this information, students are also introduced to some of the current debate in criminology relative to criminal career research and the etiology of offending.

Class time: 70% lecture, 10% closed-circuit TV, 20% discussion

Workload: 75 pages of reading per week, 2 exams, 1 paper

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: multiple choice

SOC 5109 DOMESTIC CRIMINAL VIOLENCE

(Last taught: W94) prereq 3101-3102 or #, 4 cr

Instructor: KRUTTSCHNITT C

General Ed Req: none

This course surveys the research on family violence using a criminological framework. It addresses: 1) the definition of domestic violence, 2) empirical and theoretical approaches to the study of domestic violence and 3) the responses of social control agencies.

Workload: 100 pages of reading per week, 2 exams

Exam format: essay

SOC 5114 THE SOCIAL CONTROL OF WOMEN OFFENDERS

(Last taught: F93) prereq 3102 or #, 4 cr

Instructor: KRUTTSCHNITT C

General Ed Req: none

Gender is the strongest predictor of involvement in crime. This course deals with the extent, causes and formal methods of controlling female criminality. The first part of the course reviews the nature and extent of female crime based on official crime statistics and self-report offending data. The second section of the course examines relevant theoretical explanations for the observed gender variations in crime: bio-psychological approaches, structural approaches and radical approaches. The third section of the course examines the treatment accorded convicted female offenders in the courts and the prison system. The fourth and final section looks at women as agents of formal social control.

Class time: 70% lecture, 10% closed-circuit TV, 20% discussion

Workload: 75 pages of reading per week, 2 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: essay

SOC 5135 WHITE COLLAR CRIME

(Last taught: W94) prereq 3101, 3102 or #...5161, 5162 rec, 4 cr

Instructor: SAVELSBURG J

General Ed Req: none

This course explores white-collar crime, its cost to society, the different forms it takes, its causes, construction, and means of reducing it. The class is divided in two parts: 1) We first distinguish between occupational and organizational crime, corporate offenses, and political corruption. We discuss theories that explain these different forms of behavior and ask if these explanations differ from those of common crime. 2) We then deal with socio-legal aspects of white-collar crime. We consider its construction through legislative and judicial decision making and ask how likely is it that white-collar offenses are defined criminal and under what conditions this is likely to happen. Also, how does the criminal justice system respond, what about reporting, prosecution, defense, sentencing, and penalties in white-collar cases? How can these responses be explained and how do they differ from reactions to common crime? Alternatives to criminal justice responses will also be considered.

Workload: 50 pages of reading per week, 2 exams, 1 paper, 10 quizzes (1/week); special requirements for graduate students)

Exam format: multiple choice, short answer

SOC 5142 JUVENILE JUSTICE LAW AND ORGANIZATION

(Last taught: F93) prereq 3101, 3102 or #...5161, 5162 rec, 4 cr

Instructor: MALMQUIST C

General Ed Req: none

Description is in College Bulletin and no changes from that.

Class time: 60% lecture, 30% discussion, 10% video

Workload: 70 pages of reading per week, 2 exams

Grade: 30% mid-quarter exam(s), 70% final exam

Exam format: multiple choice

SOC 5162 CRIMINAL PROCEDURE IN AMERICAN SOCIETY

(Last taught: S93) no prereq, 4 cr

Instructor: SAMAHA J !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course examines the power of the government to enforce the criminal law in a constitutional democracy. It asks the question: How do we balance the need to provide for public safety from criminals and the need to control the government from intruding too much into the privacy and liberty of individual citizens. It stresses that rules that give the government the power to stop, detain, search, interrogate, and prosecute suspects of crime affect not only criminals but innocent people suspected of crimes. In the broadest sense, the course analyzes the problem of government that James Madison identified in the 18th century. James Madison wrote in "Federalist, No. 51": If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself. Text: "Criminal Procedure", Samaha, 2nd edition.

Class time: 20% lecture, 80% discussion

Workload: 50 pages of reading per week, 4 exams, 1 paper

Grade: 75% mid-quarter exam(s), 25% essay; improvement in exams can help grade, discussion can also help

Exam format: essay

SOC 5211 SOCIAL PROCESSES IN SMALL GROUP SETTINGS

(Last taught: W94) prereq 3201 or 5201 or #, 4 cr

Instructor: LEIK R

General Ed Req: none

This course presents a wide overview of theory and research about small groups. Early work by such key contributors as Bales, Lewin, Cartwright, Homans sets the stage for examining how groups function, what contributes to successful groups, the place of small groups in larger social systems and the effects groups have on their members. Methods of doing research on small groups will also be examined. Some opportunity for observation and/or experimentation of groups will be pursued. A term project either reporting original work or theoretically integrating work of others around a specific theme will be required.

Workload: 60 pages of reading per week, 2 exams, 1 paper, some group observation

Exam format: essay

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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SOC 5301 SOCIAL MOVEMENTS IN A CHANGING SOCIETY

(Last taught: W93) prereq 3401 or 5401 or equiv or #, 4 cr

Instructor: BROADBENT J

General Ed Req: none

This course will cover all aspects of social movement formation, political activities, and impact of government and society. It will look in detail at definitions, types, mobilization, recruitment, strategies and tactics, ideologies, leadership internal organization, public response, political opportunity structures and relation to other organizations (state, business, media, established opposition groups, etc.) and focus on the conditions for success or failure, for institutionalization of decline of social movements.

Class time: 60% lecture, 40% discussion

Workload: 80 pages of reading per week, 1 exam, 1 paper, 2 page weekly paper on readings

Grade: 25% final exam, 30% written reports/papers, 5% in-class presentations, 5% class participation, 30% weekly small papers.

Exam format: essay with questions partly decided by students

SOC 5411 FORMAL ORGANIZATIONS

(Last taught: S93) prereq 3401 or 5401 or 8 cr in soc, anthropology, psychology, political sci or econ or #, 4 cr

Instructor: GALASKIEWICZ J

General Ed Req: none

This course reviews the theories and research on formal organizations conducted by sociologists. After reviewing Weber's and Blair's work on bureaucracy we concentrate our attention on institutional theory, ecological theory, transaction cost analysis, and network theory. Readings are extensive and only primary sources are read. The course is intended for advanced undergraduates who have a background in social organizations or formal organizations and graduate students in sociology, management and the other social sciences. Class participation if required.

Class time: 60% lecture, 40% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay in-class

SOC 5705 BACKGROUND OF MODERN SOCIAL THOUGHT

(Last taught: W94) prereq 8 cr in social science or #, 4 cr

Instructor: BRUSTEIN W

General Ed Req: none

Originators of modern sociological theory examined through original texts: Hobbes, Smith, Bentham, J. S. Mill, Marx, Durkheim, Weber, and Pareto. Division of labor, social cohesion, social conflict, class relations, and the social organization of production, norms and values, and history.

Exam format: short answer essay

SOC 5705 BACKGROUND OF MODERN SOCIAL THOUGHT

(Last taught: F93) prereq 8 cr in social science or #, 4 cr

Instructor: MARINI M

General Ed Req: none

This course will examine the origins of sociological thought during the nineteenth and early twentieth centuries. The purpose of the course is to trace the development of ideas through analysis of the work and lives of acknowledged masters of social thought: Auguste Comte, Karl Marx, Harriet Martineau, Herbert Spencer, Emile Durkheim, Georg Simmel, Max Weber, W.E.B. DuBois, Margaret Fuller, Charlotte Perkins Gilman, Thorstein Veblen, Charles Horton Cooley, George Herbert Mead, and Vilfredo Pareto. The course will examine the focus, orientation, problem choices, ideas, and contributions of these theorists, studying their work within the context of each theorist's life, historical context, and position in the social structure. The course will provide an understanding of the background of modern social thought and thereby provide a basis for understanding contemporary sociological theory and for the ongoing development of ideas.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

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

Exam format: combination of multiple choice and essay

SOC 5755 SOCIAL STRUCTURE AND POLITICAL BEHAVIOR

(Last taught: S93) prereq 3401 or 5401 or equiv or #, 4 cr

Instructor: AMINZADE R !!CLA Distinguished Teacher Award!!

General Ed Req: none

This course explores a variety of topics in political sociology, including theories of the state and state formation, the nature and social origins of democracy, the relationship between (class, racial, and gender) stratification and political behavior, and the dynamics of revolutionary and non-revolutionary political change. These issues are addressed from a comparative and historical perspective. Readings focus on Marxist, Weberian, and feminist perspectives on politics and political change.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 33% written reports/papers

Exam format: essay

SOC 5855 SOCIOLOGY OF MEDICINE AND HEALTH CARE: AN INTRODUCTION TO MEDICAL SOCIOLOGY

(Last taught: F93) §PubH 5790; prereq jr or sr or grad student, 4 cr

Instructor: LITMAN L

General Ed Req: none

An examination of the social, political, economic and behavioral aspects of health and medical care including the organization and delivery of health care services, their problems and perspectives. The first two-thirds of the course critically examines the nature of our health care delivery system and the evolution of third party payment i.e. insurance and government, the problems of cost and the distribution of manpower. The last third of the course is devoted to an exploration of health and illness behavior, the sick role, the doctor-patient relationship and variations in utilization and compliance behavior, focusing on the patient, the provider and the family.

Class time: 100% lecture

Workload: 100 pages of reading per week, 2 exams, 1 paper

Grade: 60% final exam, 40% written reports/papers, if graduate and professional degree student - final-55%, written reports or papers-45%

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

SOC 5960 TOPICS IN SOCIOLOGY

(Last taught: W94) no prereq, 4-5 cr

Instructor: BIAN Y

General Ed Req: none

A research seminar for graduates and advanced undergraduates who are interested in contemporary China. Knowledge of Chinese language, Chinese history, or Chinese societies is desirable but not required. The instruction is in English. Those students who also register for a one-credit trailer course are required to read Chinese material and make presentation in Chinese in class. The focus of substance will be on organizations and stratification in post-revolution China. Most reading materials will be works of sociologists, some by anthropologists, economists, historian, and political scientists. In order to put China in a comparative perspective, research literature on the United States and Soviet-type countries in Europe will also be included. The instructor expects to first give lectures on each topic and then lead discussions with all students participating. Course grading will be based on each student's: 1) performance in class discussion; 2) presentation of assigned reading material; and 3) a 10-page, double space term paper of self-chosen topic dealing with an issue of social organizations and social stratification in China. Requirements for the term paper differ for graduates and undergraduates. Details in class. **Workload:** 20 pages of reading per week, section 2 has additional reading on the topic of organizations and stratification

SOC 5960 TOPICS IN SOCIOLOGY

(Last taught: F92) no prereq, 4-5 cr

Instructor: COPELAND

General Ed Req: none

Multidisciplinary Perspectives on Aging is a popular introductory course on aging that uses a guest-lecture format. It is offered every fall and spring qtrs. through Day School and Extension. Topics include demography, economic implications of aging in America, biological, social, psychological aspects of aging, theories of aging, human

services and health service delivery systems, education and lifelong learning, public policy and legislation, environments and housing alternatives, death and bereavement, and leisure activities. Required readings include selected chapters from a text, as well as a packet of journal articles and/or chapters selected by the guest lecturers. The course instructor is present at every class session, and prepares the mid-term and final examination questions from the lectures and required readings. The course is available for graduate or undergraduate credit. The course is cross-listed in 8 depts. For further info, contact All-Univ. Council on Aging 625-9099.

Class time: 90% lecture, 10% discussion

Workload: 25 pages of reading per week, 2 exams, 1 paper

Grade: 33% mid-quarter exam(s), 33% final exam, 34% written reports/papers

Exam format: normally essay

SOIL SCIENCE

SOIL 1020 THE SOIL RESOURCE

(Last taught: W94) §3125, 5 cr

Instructor: COOPER T

General Ed Req: none

Course content is from lectures and audio-tutorial laboratory that takes about 2 hours per week. Introduction to the physical, chemical, and biological aspects of soils. Use of the soil classification system to understand the use of soil survey information for landuse planning. Concepts of soil fertility for understanding plant growth requirements. Understanding soils' role in environmental planning and conservation decisions.

Class time: 40% lecture, 40% laboratory, 20% group activities weekly

Workload: 300 pages of reading per week, 3 exams, 1 paper, group project given 4 weeks before due

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

Exam format: multiple choice, essay, matching, fill-in-the-blank

SOIL 1262

(Last taught: S93) no prereq, cr

Instructor: KLINK K

General Ed Req: none

This course provides an introduction to the atmosphere and its behavior. Topics include atmospheric composition, structure, stability, and motion; precipitation processes, air masses, fronts, cyclones and anticyclones; general weather patterns; meteorological instruments and observations; map analysis; and forecasting. Text: "Meteorology Today", 4th edition, by C. Donald Ahrens.

Class time: 60% lecture, 40% laboratory

Workload: 30 pages of reading per week, 2 exams, 1-2 lab exercises per week

Grade: 33% mid-quarter exam(s), 66% final exam, final grade penalized for late lab work

Exam format: multiple choice, short answer

SOIL 3125 BASIC SOIL SCIENCE

(Last taught: F93) §1020; prereq Chem 1001 or Chem 1004, 5 cr

Instructor: COOPER T

General Ed Req: none

This is a difficult course that covers all the different aspects of soil science. It requires 5 credits worth of work. Expectations of the professor are high.

Class time: 60% lecture, 20% discussion, 20% laboratory

Workload: 3 exams, class project on land use using soil survey, takes

a lot of time

Grade: 40% mid-quarter exam(s), 20% final exam, 10% quizzes, 20% land use project

Exam format: short answer (30%), multiple choice (70%)

SOIL 3220 SOIL CONSERVATION AND LAND-USE MANAGEMENT

(Last taught: S93) prereq 1020/3125 or #, 4 cr

Instructor: BELL J

General Ed Req: none

In this course we examine three aspects of soil conservation: 1) soil erosion processes and prediction, 2) the design of soil conservation measures, and 3) land-use issues pertaining to soil, water and wetland conservation. We will identify past damages and future threats posed by accelerated soil erosion to rural and urban landscapes. The physical process of wind and water soil erosion and methods to estimate potential erosion losses will be discussed with examples from agricultural, forestry, land reclamation, urban, and international settings. Students will learn how to prescribe appropriate soil conservation measures for specific situations and gain an awareness of the economic and social aspects of implementing conservation practices. The field trip provides the opportunity to view urban and agricultural conservation practices first-hand and collect field data for erosion prediction and conservation practice design. We will also discuss basic principles of land-use planning. Course activities include a 1 hour lab in addition to 3 hours of lecture/discussion per week, an all day field trip on a Saturday in May, readings from the textbook, and individual and group problem solving assignments.

Class time: 50% lecture, 25% discussion, 25% laboratory

Workload: 20 pages of reading per week, 3 exams, 1 paper, 3 lab reports

Grade: 25% mid-quarter exam(s), 25% final exam, 10% written reports/papers, 10% lab work, 20% problem solving

Exam format: multiple choice, short answer, essay

SOIL 3416 SOIL FERTILITY

(Last taught: W94) prereq 3125, 4 cr

Instructor: MALZER G

General Ed Req: none

This course presents fundamental concepts in soil fertility and plant nutrition. The dynamics of mineral elements in soil, plants, and the environment is discussed. Evaluation, interpretation, and correction of plant nutrient problems are presented.

Class time: 75% lecture, 25% discussion

Workload: 30 pages of reading per week, 3 exams, 1 paper, 10 weekly assignments

Grade: 40% mid-quarter exam(s), 20% final exam, 20% quizzes, 20% problem solving

Exam format: 100% short answer essay

SOIL 3417 SOIL FERTILITY LABORATORY

(Last taught: W94) prereq §3416, 1 cr

Instructor: MALZER G

General Ed Req: none

This course provides hands-on experience with commonly used laboratory procedures used in soil fertility evaluation. This course may be taken concurrently with 3416 but should not be attempted without a background in soil fertility.

Class time: 100% laboratory

Workload: 30 pages of reading per week, 2 exams

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

Exam format: short answer, essay

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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SOIL 5104 COMPUTER APPLICATIONS IN SOIL SCIENCE

(Last taught: F93) prereq 1020/3125 or equiv, #, 2 cr

Instructor: ROBERT P

General Ed Req: none

This course will provide an introduction to the use of computer software such as spreadsheet, relational database, geographic information system (GIS), expert system and simulation model through practical problem solving modules applied to soil, agriculture, and natural resources fields. It will examine new applications of computer to these fields such as site-specific management. Most of the class time will be spent using computers.

Class time: 10% lecture, 90% computer applications

Workload: 5 pages of reading per week, problem solving assignments

Grade: 25% final exam, 75% problem solving

Exam format: essay

SOIL 5210 ENVIRONMENTAL BIOPHYSICS

(Last taught: W94) prereq Phys 1001 or equiv or #, 4 cr

Instructor: REECE C

General Ed Req: none

Next year, the course will be titled "Environmental Biophysics". In the class, we will: 1) analyze heat, water, and carbon dioxide exchange processes between soils, plants, animals and their physical environment; 2) measure relevant environmental processes using field and lab instruments; and 3) predict response of organisms to their physical environment using energy budget analysis. We consider the physical environment as the soil and atmosphere, and will also look at how organisms can influence properties of the near surface soil and atmosphere. Three lectures and one two-hour hands-on laboratory on instrumentation use each week. Prerequisite is one college-level physics class or equivalent.

Class time: 50% lecture, 20% discussion, 30% laboratory

Workload: 14 pages of reading per week, 1 exam, 5 quizzes

Grade: 10% final exam, 50% quizzes, 20% lab work, 20% problem solving

Exam format: short answer and problem solving

SOIL 5240 MICROCLIMATOLOGY

(Last taught: W94) 4 cr with paper; prereq Math 1111 or 10 cr physics or #, 3 cr

Instructor: BAKER D

General Ed Req: none

Introduction consists of brief outline of meteorology, climatology and hydrology; topics include methods of heat transfer (radiation, conduction and convection) plus the several meteorological parameters (air and soil temperature, atmospheric humidity and evaporation, and wind). Derived variables such as growing degree days are discussed. All are considered in relation to the earth-atmosphere interface. A problem related to the topic under discussion is assigned each week and due in one week.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams, one problem assigned each week

Grade: 33% mid-quarter exam(s), 67% final exam, term paper (10% required of grad students; 1 problem solving/week required by no grade

Exam format: brief explanations, occasional calculation of problem

SOIL 5360 SOIL CLAY MINERALOGY

(Last taught: W93) prereq sr or grad stu, 3 cr

Instructor: NATER E

General Ed Req: none

The course covers the fundamentals of clay mineralogy and x-ray diffraction analysis. The initial portion of the course is an introduction to crystal chemistry, crystallography, and x-ray physics. This is followed by an introduction to silicate mineral structure and classification, with particular emphasis on the phyllosilicate minerals. The middle portion of the course concentrates on the structure, chemistry, and behavior of common soil phyllosilicate clays and oxide clays. An introduction to the principles of mineral identification by x-ray diffraction analyses is developed concurrently. The last portion of the class is concerned with the genesis and distribution of clay minerals and their quantification by x-ray diffraction and other mineralogical analyses.

Class time: 80% lecture, 20% discussion

Workload: 80 pages of reading per week, 3 exams

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

Exam format: essay, oral, problem solving

SOIL 5361 SOIL CLAY MINERALOGY LABORATORY

(Last taught: W93) §5360; prereq #, 1-4 cr

Instructor: NATER E

General Ed Req: none

This laboratory course is a variable (1-4) credit independent laboratory course. The first portion of the course is an introduction to x-ray diffraction analyses and other types of mineralogical analyses. During this portion of the course, each student conceives and develops an independent research project in the area of soil clay mineralogy in conjunction with the instructor and the TA. During the remainder of the course, the student works independently on her/his project, with the assistance and supervision of the TA and instructor. This is a hands-on laboratory research course, so the student will be expected to perform most of the analyses required for completion of the project. At the end of the course, each student will give a 20-minute presentation of her/his results, interpretations, and conclusions to the class.

Class time: 20% lecture, 80% laboratory

Workload: 30 pages of reading per week, 1 exam, lab project; variable

Grade: 20% mid-quarter exam(s), 30% in-class presentations, 50% lab work

Exam format: essay

SOIL 5416 SOIL FERTILITY

(Last taught: W94) §3416; prereq 3125, 4 cr

Instructor: MALZER G

General Ed Req: none

This course is taught concurrently with Soils 3416. All students registered for 5416 must complete all requirements for 3416 and in addition attend a graduate level recitation.

Class time: 65% lecture, 35% discussion

Workload: 40 pages of reading per week, 3 exams, 2 papers, 10 weekly assignments

Grade: 40% mid-quarter exam(s), 20% final exam, 20% quizzes, 20% problem solving

Exam format: short answer essay

SOIL 5417 SOIL FERTILITY LABORATORY

(Last taught: W94) §3417; prereq 3125, §5416, 1 cr

Instructor: MALZER G

General Ed Req: none

This course is designed to compliment the lecture and recitation of 3416/5416. Students have the opportunity to analyze a soil sample (provided by the student or the laboratory) using existing soil testing procedures. Information generated in this class is used by students in 3416/5416 for making soil fertility evaluations.

Workload: 10 pages of reading per week, 2 exams

Exam format: mixed type of question format

SOIL 5510 FIELD STUDY OF SOILS FOR ENVIRONMENTAL ASSESSMENT

(Last taught: S93) prereq 1020/3125 or #, 4 cr

Instructor: COOPER T

General Ed Req: none

Half field work, half lecture. Half field exams or field project. Group activities, cooperative learning strategies. Enrollment limited to 20.

Class time: 50% lecture, 50% field laboratory

Workload: practice color and texturing soils

Grade: 15% mid-quarter exam(s), 30% final exam, 35% special projects, 20% quizzes

Exam format: essay, matching

SOIL 5560 INTERPRETATION OF LAND RESOURCES

(Last taught: F93) prereq 5510 or #, 3 cr

Instructor: ANDERSON J!!Stanley Dagle Distinguished Teacher!!

General Ed Req: none

The first 4 weeks of the course are spent discussing how soil surveys are made, what data are available from the surveys and how it can be used to assist in land use decisions. The last 6 weeks address how a Geographic Information System (GIS) can be used in the decision making process. Students do a project and paper where they construct and use a GIS to answer a set of land use questions. Specific uses evaluated include agriculture, waste treatment, forestry, and general

land planning.

Class time: 60% lecture, 15% discussion, 25% computer GIS exercise

Workload: 30 pages of reading per week, 3 exams, 1 paper

Grade: 20% mid-quarter exam(s), 40% final exam, 20% written reports/papers, 20% special projects

Exam format: short answers and essay questions

SOIL 5605 MICROBIAL ECOLOGY

(Last taught: S93) §MicB 5611; prereq MicB 5105 or Biol 5013 or Soil 5610, or #, 3 cr

Instructor: SADOWSKY M

General Ed Req: none

The goal of this class is to allow students to obtain an understanding of the interrelationships between microorganisms and the living (biotic) and nonliving (abiotic) components of their environments. The course is designed to provide students with an appreciation for the way in which microbes modify and adapt to specific environments and how we quantify and examine microorganisms growing under a variety of natural conditions. The course also examines ways in which microorganisms can be used to "bioremediate" contaminated soils and water and teaches students modern molecular methods that are useful to track genetically engineered organisms released that have been released into the environment.

Class time: 70% lecture, 20% discussion, 10% grant review panel discussion

Workload: 30 pages of reading per week, 2 exams, 3 papers

Grade: 30% mid-quarter exam(s), 30% final exam, 15% written reports/papers, 20% special projects, 5% in-class presentations

Exam format: essay

SOIL 5610 SOIL BIOLOGY

(Last taught: F93) prereq 1020/3125 or #, 4 cr

Instructor: GRAHAM P

General Ed Req: none

The course provides an introduction to the range of microorganisms found in soil, and considers how the environment and agricultural practices influence the soil population and their activities. It reviews the role of microorganisms in the major geochemical cycles (C,N,S,P) and discusses their importance and function in biological control, pollution abatement and sustainable agricultural systems. The lectures are given from slides with essentially all slide material copied and given out to the students in advance of class. The course follows loosely the format of Paul and Clark 'Soil Microbiology and Biochemistry' but commonly provides more depth than given in that text. Several reference texts are indicated but should be considered as a reserve of information, not integral to the course. The course has a strong international component, and uses the professor's experiences in India, Colombia, Indonesia and Egypt to highlight points being made.

Class time: 30% lecture, 10% discussion, 60% laboratory

Workload: 15 pages of reading per week, 1 exam, 3 papers, project proposal, review of literature, final oral

Grade: 15% mid-quarter exam(s), 15% final exam, 15% written reports/papers, 40% special projects, 15% lab work

Exam format: minimize formal written exams, midterm is only exam and is short answer format, final is an oral exam

SOIL 5710 FOREST SOILS

(Last taught: S93) prereq 1020 or 3125, 3 cr

Instructor: GRIGAL D

General Ed Req: none

The course covers factors affecting tree growth; measurement, estimation, modification, and management affects on site productivity;

regeneration. The course includes discussion of what soil properties affect tree growth and how they are determined, the concept of nutrient cycling, the limitations of forest site productivity due to soil properties, the consequences of management operations on site productivity, including fertilization, drainage, and harvesting, and the influence of soil properties on regeneration.

Class time: 95% lecture, 5% discussion

Workload: 40 pages of reading per week, 3 exams

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

Exam format: short answer, essay

SOUTH ASIAN LANGUAGES AND CULT

SALC 1504 INTRODUCTION TO THE RELIGIONS OF SOUTH ASIA

(Last taught: W94) §ReIS 1031, SoAS 1504, 4 cr

Instructor: MALANDRA W

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

This course is a survey of the major traditional religions of South Asia (India, Pakistan, Sri Lanka (Ceylon), Nepal). These religions are Hinduism, Buddhism and Jainism. Although some contemporary materials will be used, the course studies the development of religion historically from ca. 2500 BCE to ca. 1000 CE. Thus, it does not deal with Islam, Sikhism, Christianity, Judaism or Zoroastrianism, nor does it deal with tribal religions. Lectures will deal with the material assigned for that day. The lectures are not summaries of the readings. Rather they are intended to interpret and discuss the material you have already read in preparation for class.

Class time: 100% lecture, lectures are regularly supplemented with films/videos

Workload: 90 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 50% final exam, 25% written reports/papers

Exam format: midterm: short answer; final: short answer, essay

SALC 1506 INTRODUCTION TO CONTEMPORARY SOUTH ASIA

(Last taught: S93) §3506, SoAS 1506, 5 cr

Instructor: SCHWARTZBERG J

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

This five-credit course provides an interdisciplinary approach to studying the land, peoples, modern historical development (roughly the past century), contemporary problems, global setting, and future of India and adjacent countries of South Asia. Texts: "India" by Stanley Wolpert, U of Calif. Press, 1991 and "Behind Mud Walls" by William and Charlotte Wiser, U of Calif. Press, 1989, as well as a number of additional readings.

Class time: 85% lecture, 12% discussion, 3% movies

Workload: 70 pages of reading per week, 3 exams, 3 papers, papers: 2 short exercises (20-30 pts) and one long exercise (125 pts)

Grade: 20% mid-quarter exam(s), 40% final exam, 35% written reports/papers, 5% quizzes, participation may help in borderline grading situations

Exam format: map quiz requires memorization of locations (25 pts); mid-qr is multiple choice, fill-in-the-blank, short essay (100 pts); final is all essay (200 pts)

SALC 3413 BUDDHISM

(Last taught: S93) §5413, SoAS 3413, ReIS 3413, ReIS 5413, 4 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: C-3 WS) (CSOM: C) (IT: C) (CBS: C WS)

The course will give an overall picture of the Buddhist religion with focus on Indian Buddhism. It will trace the history of Buddhist thought

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
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WS = World Studies
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and practice from its beginning to its demise in India. Also, it will explore Buddhism's relation to Hinduism, and examine religious concepts common to both systems in order to draw clear differences. It will deal with Mahayana/Theravada distinction and the Celestial Buddhas. Finally, it will discuss the 20th century revival of Buddhism in India.

Class time: 60% lecture, 20% discussion, 20% films, guest speakers, and/or a field trip to a Buddhist monastery

Workload: 15 pages of reading per week, 2 exams

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

Exam format: multiple choice, essay

SALC 3506 INTRODUCTION TO CONTEMPORARY SOUTH ASIA

(Last taught: S93) §1506, SoAS 3506, 5 cr

Instructor: SCHWARTZBERG J

General Ed Req: (CLA: C-1 WS) (CSOM: C) (IT: C) (CBS: C WS)

For a basic description of this course please see SALC 1506. The differences between this course and that one are: 1) this one has a slightly different and slightly more extensive set of readings; 2) this one has slightly more difficult examinations; and 3) this one required an individually decided term paper (the topic being subject to the approval of the instructor), whereas 1506 students must all do a common take-home assignment.

Class time: 85% lecture, 12% discussion, 3% movies

Workload: 75 pages of reading per week, 3 exams, 3 papers

Grade: 20% mid-quarter exam(s), 40% final exam, 35% written reports/papers, 5% quizzes, participation may help in borderline grading situations

Exam format: map quiz requires memorization of locations; mid-qr is a mixture of multiple choice, fill-in-the-blanks, short essay; final is all essay

SALC 5413 BUDDHISM

(Last taught: KJG) §3413, SoAS 5413, ReIS 3413, ReIS 5413, 4 cr

Instructor: JUNGHARE I !!CLA Distinguished Teacher Award!!

General Ed Req: (CLA: WS) (CBS: WS)

The course will give an overall picture of the Buddhist religion with focus on Indian Buddhism. It will trace the history of Buddhist thought and practice from its beginning to its demise in India. Also, it will explore Buddhism's relation to Hinduism, and examine religious concepts common to both systems in order to draw clear differences. It will deal with Mahayana/Theravada distinction and the Celestial Buddhas. Finally, it will discuss the 20th century revival of Buddhism in India.

Class time: 60% lecture, 20% discussion, 20% films, guest speakers, and/or a field trip to a Buddhist monastery

Workload: 15 pages of reading per week, 2 exams, 1 paper

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

Exam format: multiple choice, essay

SALC 5970 DIRECTED STUDY

(Last taught: W94) prereq #, Δ, CLA approval, 0 cr

Instructor: STAFF

General Ed Req: none

Guided individual reading or study; topics are related to South Asian languages and cultures. The focus differs from student to student, from sociocultural change to law, philosophy and relation. Various aspects of South Asian societies are studied from a variety of disciplinary perspectives, in social sciences as well as the humanities.

Workload: 50 pages of reading per week, 1 paper

SPANISH

SPAN 1101 BEGINNING SPANISH

(Last taught: W94) no prereq, 5 cr

Instructor: STAFF

General Ed Req: none

This is the beginning Spanish language course and as such is designed for the student who has no previous experience with learning or speaking Spanish. Students with previous experience are encouraged to take the self-evaluative Computer Placement Test to determine their level of competence before registering for a Spanish class. A

packet for taking the test is available in 34 Folwell Hall and contains a permission slip, instructions and information on evaluating the test scores. Spanish 1101 stresses basic listening, speaking, reading and writing skills, with stress on the development of communicative competence. The text "Dos Mundos", 2nd edition, includes a workbook and audio tapes. Additional reading is from Spanish language newspapers, magazines and other useful material such as menus, telephone directories, maps, etc. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities.

SPAN 1102 BEGINNING SPANISH

(Last taught: W94) prereq 1101, 5 cr

Instructor: STAFF

General Ed Req: none

This course stresses basic listening, speaking, reading and writing skills, with stress on the development of communicative competence. It includes some cultural readings. Since there is a strong emphasis on speaking and listening, it is very important that students do not miss class. It is, therefore, the policy of the department that 6 or more unexcused absences constitute an F in the course. Missing the final exam will also result in an F in the course. Excused absences must be documented. Since all grammar is covered in the first year, a good deal of it is covered in Spanish 1102. The class moves fairly fast. To do well, students need a good knowledge of the present tense forms and of basic vocabulary. In general, students who have had one or two years of Spanish in high school will feel comfortable in this class.

Class time: 20% lecture, 75% discussion, 5% reading, testing, etc.

Workload: 5 pages of reading per week, 1 exam, 2 papers, at least 30-60 min of listening to tapes and doing workbook exercises per day (3-5 hr/wk)

Grade: 15% mid-quarter exam(s), 25% final exam, 5% written reports/papers, 10% special projects, 20% quizzes, 20% class participation, 5% problem solving

Exam format: multiple choice, essay, listening with multiple choice or true/false, reading

SPAN 1103 BEGINNING SPANISH

(Last taught: W94) prereq 1102, 5 cr

Instructor: STAFF

General Ed Req: none

This course stresses basic listening, speaking, reading and writing skills, with stress on the development of communicative competence. It includes some cultural readings. Since there is a strong emphasis on speaking and listening, it is very important that students be in class regularly. It is, therefore, the policy of the department of Spanish and Portuguese that 6 or more unexcused absences constitute an F in the course. Missing the final exam will also result in an F in the course. Excused absences must be documented. Since all Spanish grammar is covered in the first year, a good deal of it is covered in Spanish 1103. The class moves fairly fast. To do well, students need a good knowledge of present and past tense forms and of basic vocabulary. In general, students who have had two to three years of Spanish in high school will feel comfortable in this class. Spanish is spoken exclusively in class, and the ability to understand spoken Spanish at near-normal speed is important. Since the Spanish 1103 classes all use the same syllabus, quizzes and exams, this description is valid for all sections.

Class time: 20% lecture, 75% discussion, 5% reading, testing, etc.

Workload: 10 pages of reading per week, 2 exams, 7 papers, 5-6 short quizzes, at least 1/2 to 1 hour listening to tapes and workbook exercises daily

Grade: 15% mid-quarter exam(s), 20% final exam, 5% written reports/papers, 10% special projects, 20% quizzes, 20% class participation, 10% problem solving, 2 in-class compositions, final project is oral interview

Exam format: a combination of multiple choice, essay, listening with multiple choice answers, reading with multiple choice answers

SPAN 1104 INTERMEDIATE SPANISH

(Last taught: W94) prereq 1103 or 3 yrs high school Spanish, 5 cr

Instructor: STAFF

General Ed Req: none

This course is the first one of the second year. In this course, we stress communication strategies, listening ability, writing and readings skills. The main focus of this course is communication. For this

reason, daily attendance is considered to be very important so that the students can build up a good level of speaking. We also incorporate real materials for reading, materials through which cultural information is incorporated in the students' knowledge of the language and culture. As for attendance policy, we follow the policy of the department that is that 6 or more absences constitute an automatic F in the course. Excused absences must be documented. Since this is the first course of the second year, students must show a good knowledge of the material covered from 1101 to 1104 and try to produce more Spanish. Considering that after 1106 they have to test out the graduation proficiency test, communication is extensively practised and emphasized.

Class time: 10% lecture, 75% discussion, 15% listening, writing and testing for comprehension and vocabulary

Workload: 8 pages of reading per week, 5 exams, 1 hour of listening to tapes and doing exercises on workbook and textbook.

Grade: 15% mid-quarter exam(s), 20% final exam, 15% quizzes, 10% in-class presentations, 15% class participation, 10% final oral interview and 15% compositions

Exam format: Close test to conjugate verbs; listening activities; reading and a short written part.

SPAN 1105 INTERMEDIATE SPANISH

(Last taught: W94) prereq 1104 or 4 yrs high school Spanish, 5 cr

Instructor: STAFF

General Ed Req: none

This is a communicative-based course of language study. The majority of class time is devoted to contextualized, communicative small group and large group activities. These activities are designed to maximize oral and aural skills use and incorporate grammar concepts in a meaningful context. Grammar is learned at home. A very small percentage of classtime is intended for grammar instruction. Reading skills are developed through a reader designed by the department, and writing skills are developed through workbook exercises, compositions and class activities. A great percentage of the course grade is based on participation in the class. Students will use "Nuevas Dimensiones" as their textbook.

Class time: 5% lecture, 30% discussion, 20% laboratory, 45% group activities

Workload: 30 pages of reading per week, 6 exams, 4 papers, 1 oral exam, 1 oral presentation

Grade: 15% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 15% quizzes, 10% in-class presentations, 5% lab work, 10% class participation, 10% oral interview, lab work is workbook

Exam format: fill in the blank, short answer, true/false, essay

SPAN 1106 INTERMEDIATE SPANISH

(Last taught: W94) prereq 1105 or 5 yrs high school Spanish, 5 cr

Instructor: STAFF

General Ed Req: none

This course stresses intermediate listening, speaking, reading and writing skills, with stress on the development of communicative competence. It includes some cultural readings. Since there is a strong emphasis on speaking and listening, it is very important that students not miss class. It is, therefore, the policy of the department that more than a week absence (more than 3 class periods) constitute an F in the course. Missing the final exam will also result in an F in the course. Excused absences must be documented. This class is a review of previously covered grammar from 1101 through 1106. The class moves fairly fast, and to do well students need a good knowledge of verb forms and basic vocabulary and structures.

Class time: 20% lecture, 75% discussion, 5% reading, testing, etc.

Workload: 10 pages of reading per week, 2 exams, 7 papers, at least

30-60 min listening to tapes and doing workbook exercises and readings-3-5 hr/wk

Grade: 20% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 15% quizzes, 10% in-class presentations, 20% class participation, all 1106 students required to take graduation proficiency exam to obtain a gra

Exam format: multiple choice, fill-in-the-blanks, sentence completion, essay

SPAN 3002 READING FOR SPEED AND COMPREHENSION

(Last taught: W94) prereq 1106 or equiv, 4 cr

Instructor: OCAMPO A

General Ed Req: none

The course is designed for students that master Spanish at a basic level. The texts are explained through discussions in class. Students must prepare the material assigned in class by class, and volunteer oral responses in Spanish. Class participation on a regular basis is very important in this course. A total of 16 stories will be assigned for class discussions, exams, and group presentations. The stories are selected from "El Cuento", by J.A. Crow and E. Dudley. Additional readings (short articles) and exercises will be assigned for homework and group activities. Students will be exposed to different types of discourse, dialects, and registers in Spanish.

Class time: 20% lecture, 40% discussion, 40% group activities

Workload: 15 pages of reading per week, 2 exams, 4 quizzes

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

Exam format: exams - essay; quizzes - multiple choice or true/false

SPAN 3005 ORAL COMMUNICATION: SPEAKING AND LISTENING

(Last taught: W94) prereq 1106 or equiv, 4 cr

Instructor: STAFF

General Ed Req: none

Goals for the course focus on the structuring of communicative social encounters in the Spanish language. Students will learn strategies for communication, such as circumlocution, rhetorical devices, marking switches in the topic, echo utterances, repetition and rephrasing, register speed, interruptions, etc. Through these strategies, students will learn to initiate conversations, increase their vocabulary, and negotiate resolutions to problems. Through oral and aural activities in the classroom and at home, students will improve linguistic competency.

Class time: 5% lecture, 50% discussion, 15% laboratory, 30% listening activities in class (lab portion is listening alone)

Workload: 10 pages of reading per week, 4 exams, 1 debate plus final interview presentation

Grade: 25% final exam, 25% quizzes, 20% in-class presentations, 25% class participation, 5% debate

Exam format: true/false, essay, and oral (final is an oral interview)

SPAN 3104 THE ART OF READING LITERARY TEXTS

(Last taught: F92) §LAS 3104, Spn 3104; prereq 3002, 4 cr

Instructor: O'CONNELL J

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is the transition course between skills courses (language, reading, conversation) and literature (culture) courses. SPAN 3002 is required, but SPAN 3004 and 3005 are strongly recommended. This is a writing-intensive course with a focus on the skills of textual analysis. Students are expected to speak in each class, write frequent short papers and discuss them.

Class time: lecture, discussion, emphasis is on textual analysis in

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B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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small groups and discussion
Workload: 2 exams, reading varies from single poems to a novel, papers range from 2pp to 5-8 page essays
Grade: mid-quarter exam, final exam, written reports/papers, class participation
Exam format: essay

SPAN 3104 THE ART OF READING LITERARY TEXTS

(Last taught: S93) §LAS 3104, Spn 3104; prereq 3002, 4 cr
Instructor: PEREIRA O
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Critical reading of Spanish and Spanish-American texts; works representing principal genres: novel, drama, poetry, essay; diverse approaches to literature. Terminology of criticism, literary problems and techniques.
Class time: 50% lecture, 50% discussion
Workload: 75 pages of reading per week, 2 exams
Grade: 40% mid-quarter exam(s), 50% final exam, 10% class participation
Exam format: several short essays

SPAN 3212 SPANISH LITERATURE: ASPECTS OF POETRY

(Last taught: W93) prereq 3104, 4 cr
Instructor: PEREIRA O
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
Poetry of various periods: medieval romance and epic poems, goliardic verse, ballads, love sonnets, mystical poetry, 19th-century romantic verse, modern surrealist and imagist works.
Class time: 50% lecture, 50% discussion
Workload: 50 pages of reading per week, 2 exams
Grade: 40% mid-quarter exam(s), 50% final exam, 10% class participation
Exam format: several short essays

SPAN 3212H HONORS COURSE: SPANISH LITERATURE: ASPECTS OF POETRY

(Last taught: W93) prereq 3104, 4 cr
Instructor: PEREIRA O
General Ed Req: none
Poetry of various periods: medieval romance and epic poems, goliardic verse, ballads, love sonnets, mystical poetry. 19th century romantic verse, modern surrealist and imagist works.
Class time: 50% lecture, 50% discussion
Workload: 50 pages of reading per week, 2 exams
Grade: 40% mid-quarter exam(s), 50% final exam, 10% class participation
Exam format: several short essays

SPAN 3213 SPANISH LITERATURE: ASPECTS OF DRAMA

(Last taught: F92) prereq 3104, 4 cr
Instructor: ZAHAREAS A
General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)
The course provides a guide to the understanding of the principles of drama. In particular, it applies these principles to the study of traditional and modern plays. The figures range from Rojas to Calderon, Cervantes to Lupe de Vega, in the era of the Spanish Civil War and the vanguard of subterranean theatre. Most of the representative dramatic genres are covered: closet drama; peso; farsa; entremeses; epic; comedia; tragedia; poetic drama; romantic; rural tragedy; tragic comedy; etc. Each play is analyzed in terms of a theatrical performance and in terms of the political conditions under which a play is read or performed. The topics include the best known commonplaces of Western tradition, including the role of women, Don Juan, Faust, political conflicts, Oedipus complex, etc. In all cases, we shall hopefully discuss—and debate—what are the conceptions of what a play is and how it should be approached. Together, the plays offer vision of Spanish problems. The class is given in Spanish. Evaluation criteria is based more on improvement than a calculation. Optional small group sessions for discussion are part of the instructional style.
Class time: 60% lecture, 10% closed-circuit TV, 30% discussion
Workload: 100 pages of reading per week, 4 exams, 10 papers, weekly one-page "exercise papers" analyzing a problem in one play, reading depends on play

Grade: 10% mid-quarter exam(s), 30% final exam, 40% written reports/papers, 20% quizzes
Exam format: A take-home which 1) is given ahead of time 2) is prepared at home, but 3) is written in class. Take-home is fairly inclusive but final choices are made by instructor.

SPAN 3213H HONORS COURSE: SPANISH LITERATURE: ASPECTS OF DRAMA

(Last taught: F92) prereq 3104, 4 cr
Instructor: ZAHAREAS A
General Ed Req: none
See General Description of Span 3213. Besides the weekly meetings and assignments, Honors students meet with instructor as a group (whether 1,2,3 or 4 etc) in the form of a seminar to discuss details of plays and on the basis of them raise problems regarding the theory and practice of drama and its theoretical experience.
Class time: 65% lecture, 10% closed-circuit TV, 20% discussion, 5% special smaller sessions: optional
Workload: 100 pages of reading per week, 2 exams, 2 papers, each Honors student does a "special" project
Grade: 30% written reports/papers, 70% special projects, besides their weekly evaluation, Honors students judged by their special project
Exam format: take-home: a substantial one.

SPAN 3251 SPANISH-AMERICAN LITERATURE: ASPECTS OF PROSE AND FICTION

(Last taught: W94) prereq 3104, 4 cr
Instructor: O'CONNELL J
General Ed Req: (CLA: WS) (CBS: WS)
We will read 3 Latin American books by women: 'La mujer habitada' by Gioacchino Belli, 'Menchu' by Rugoberto Menchu and Elizabeth Burgos, and 'La Casa de Los Espiritus' by Isabel Allende. Through our reading and discussion we will look at a major aspect of Latin American prose, the relationship between literature and politics, and also at the ways that women and women's lives have become a central focus of Latin American writing. Students will be expected to read all the works carefully, come prepared to participate actively in class activities such as in-class writing and small group discussion, and contribute their questions and ideas to the group. All work is in Spanish and attention will be given to improving language skills. Sp 3104 is a prerequisite, and no students will be admitted who have not taken that class unless they receive permission from the instructor. This course will be coordinated with Professor Sikkink's course on Latin American politics in political science as a part of the Foreign Language Across the Curriculum (FLAC) program. Students can expect to spend at least 3 hours of class preparation for each hour of class.
Class time: 25% lecture, 50% discussion, 25% work in small groups; in-class writing
Workload: 2 papers, 3 novels in Spanish, in-class writing and group work—plus 1 journal.
Grade: 75% written reports/papers, 25% class participation

SPAN 3251H HONORS COURSE: SPANISH-AMERICAN LITERATURE: ASPECTS OF PROSE AND FICTION

(Last taught: W94) prereq 3104, honors student or #, 4 cr
Instructor: O'CONNELL J
General Ed Req: none
Honors students attend the regular section of 3251 and do the same work as the other students, but in order to receive Honors credit they must arrange with the instructor to define how they will do so.

SPAN 3702 THE STRUCTURE OF SPANISH: MORPHOLOGY AND SYNTAX

(Last taught: F93) prereq 3004 or #, 4 cr
Instructor: OCAMPO F
General Ed Req: (CLA: A) (CBS: GE)
This course is an introduction to the morphology and syntax of Spanish. It contains a survey of derivational and inflectional morphology. Typical syntactic constructions are considered. The course objectives are the ability to identify the different morphological and syntactic components of Spanish, and the acquisition and manipulation of linguistic notions (such as morpheme, noun phrase, subject, subordination, coordination, etc.).

Class time: 60% lecture, 40% discussion
Workload: 25 pages of reading per week, 2 exams, weekly assignments
Grade: 30% mid-quarter exam(s), 30% final exam, 40% problem solving
Exam format: essay

SPAN 3730 TOPICS IN HISPANIC LINGUISTICS

(Last taught: W94) prereq 3004 or #, 4 cr
 Instructor: OCAMPO F
 General Ed Req: none

This is a topics course. The topic of Winter '93 is "Introduction to the history of Spanish". The evolution of Spanish will be presented in terms of its latin origin and the influences of other languages (Celtic, Ibero, Euzquera, Arabic, etc.) that contributed to its formation. The focus will be modern Spanish in the sense that intermediate evolutive stages between Latin and Modern Spanish will not be considered. Questions that will be addressed are: Where does Spanish come from. Why does it have this form. What kind of relationships are between Spanish and other languages. In order to benefit from this course students need SPAN 3701 or SPAN 3702 as a general background. The text for the course is: Resnick, Melvin. "Introduccion a la Historia de la Lengua Espanola." Georgetown University Press, Washington D.C., 1981.

Class time: 60% lecture, 20% discussion, 20% work in small groups
Workload: 20 pages of reading per week, 2 exams, 8-10 weekly assignments
Grade: 30% mid-quarter exam(s), 30% final exam, 40% problem solving
Exam format: essay

SPAN 3730H TOPICS IN HISPANIC LINGUISTICS

(Last taught: W94) max 12 cr; prereq 3003, 4 cr
 Instructor: OCAMPO F
 General Ed Req: none

This is a topics course. The topic of Winter '93 is "Introduction to the history of Spanish". The evolution of Spanish will be presented in terms of its latin origin and the influences of other languages (Celtic, Ibero, Euzquera, Arabic, etc.) that contributed to its formation. The focus will be modern Spanish in the sense that intermediate evolutive stages between Latin and Modern Spanish will not be considered. Questions that will be addressed are: Where does Spanish come from. Why does it have this form. What kind of relationships are between Spanish and other languages. In order to benefit from this course students need SPAN 3701 or SPAN 3702 as a general background. The text for the course is: Resnick, Melvin. "Introduccion a la Historia de la Lengua Espanola." Georgetown University Press, Washington D.C., 1981.

Class time: 60% lecture, 20% discussion, 20% work in small groups
Workload: 20 pages of reading per week, 2 exams, 8-10 weekly assignments
Grade: 30% mid-quarter exam(s), 30% final exam, 40% problem solving
Exam format: essay

SPAN 3920 TOPICS IN SPANISH AMERICAN LITERATURE

(Last taught: F93) max 12 cr; prereq 3104 or #, 4 cr
 Instructor: O'CONNELL J
 General Ed Req: none

The topics of this course is writing by contemporary Latin American women. We will read poetry and fiction (short stories and 2 novels). Students will write frequent short papers and participate actively in class discussion. In addition to focusing on the themes and ideas of the

texts we read, we will also work on developing skills of literary analysis, reading, writing and speaking in Spanish.

Class time: 40% lecture, 60% discussion
Workload: expect to put in at least 3 hours for every class hour
Grade: 80% written reports/papers, 20% class participation

SPAN 3920H TOPICS IN SPANISH AMERICAN LITERATURE

(Last taught: F93) max 12 cr; prereq 3104 or #, 4 cr
 Instructor: O'CONNELL J
 General Ed Req: none

The topic of this course is writing by contemporary Latin American women. We will read poetry and fiction (short stories and 2 novels). Students will write frequent short papers and participate actively in class discussion. In addition to focusing on the themes and ideas of the texts we read, we will also work on developing skills of literary analysis, reading, writing and speaking in Spanish. Honors students will be required to make a class presentation on one of the authors or topics studied in class. Topics and research methods will be developed in consultation with the instructor. Group work is encouraged.

SPAN 3940 FIGURES IN SPANISH PENINSULAR LITERATURE

(Last taught: F92) max 12 cr; prereq 3104 or #, 4 cr
 Instructor: ZAHAREAS A
 General Ed Req: none

For Fall 92, the major writer chosen is the author of Don Quixote. The emphasis is on the impact of so-called "Quixotism" on European thought, world literature (translated into more than 100 languages) and on social problems regarding the relation between society and the individual. The plan is to read the two parts of the novel systematically from beginning to end in a good scholarly edition that provides much information to students. The examination of the novels various "themes" and "perspectives" are conducted in terms of the historical, cultural and intellectual background of the novel. The challenge is to capture the "age" of Cerulutes. Besides the text, we offer a small packet which includes a detailed syllabus, objectives, plans and many handouts about themes, history and culture. The challenge for students is to see how "madness" 1) both a social reality and a metaphor; how appearances conceal realities, etc.

Class time: 60% lecture, 30% discussion, 10% will see two films of Don Quixote
Workload: 85 pages of reading per week, 2 exams, 9-10 1 page exercises on a situation and theme in novel and one major paper.
Grade: 20% mid-quarter exam(s), 40% final exam, 40% one major project; final paper
Exam format: A take-home is handed out in first-second week. They take a portion of it (selected by instructor) in class during regularly scheduled date for final.

SPAN 3940H FIGURES IN SPANISH PENINSULAR LITERATURE

(Last taught: F92) max 12 cr; prereq 3104 or #, 4 cr
 Instructor: ZAHAREAS A
 General Ed Req: none

See General Description of SPAN 3940: Fall Honors Students must do all the regular assignments and also meet as a group (1,2,3,4, etc) with instructor once a week in a seminar session: discussion will deal with the historical function of humor, the social and political foundations of madness, utopia, etc. Each honors student must to a major project: topics will be available and will be discussed individually.

Grade: 20% mid-quarter exam(s), 40% final exam, 40% special projects

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- A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

SPAN 5525 CARIBBEAN LITERATURE: AN INTEGRAL APPROACH

(Last taught: S93) prereq three 3xxx or 5xxx Span or Port lit courses or Δ, 4 cr

Instructor: O'CONNELL J

General Ed Req: none

The focus of this course is the African presence in the Spanish speaking Caribbean, as theme, as cultural matrix and as source of textual strategies in Caribbean writing. We will read these works as responses to a regional history of colonialism, slavery, and independence struggles. Please note: This is a core course of our graduate program. Readings, class discussion and writing assignments will be in Spanish. Undergrads should speak with the instructor. Class will combine lecture, discussion, work in small groups, and student presentations. Writing assignments will include a journal, an annotated bibliography and a 10-15 page paper. Readings include essays, poetry, novels, short stories and testimonial writing.

Class time: 25% lecture, 50% discussion, 25% small group work, student presentations

Workload: 300 pages of reading per week, readings in Spanish

Grade: 70% written reports/papers, 30% in-class presentations

SPAN 5528 POPULAR LITERARY CONSCIOUSNESS 1900-1950

(Last taught: F93) prereq three 3xxx or 5xxx Span or Port lit courses or Δ, 4 cr

Instructor: O'CONNELL J

General Ed Req: none

Spanish-American literature between the eve and aftermath of the two world wars. Impact of modernization, industrialization, and nationalistic and populist thought on the emergence of distinctive writing, thematic trends, and literary genre conventions. Course taught in Spanish. Undergraduates admitted with permission of instructor.

Class time: 30% lecture, 50% discussion, 20% small groups, in-class writing

Workload: 1 paper, weekly short reaction papers (journal); reading varies widely but all in Spanish

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

SPAN 5529 NATIONAL AFFIRMATION AND TRANSNATIONALIZATION

(Last taught: W93) prereq 3xxx or 5xxx Span or Port lit courses or Δ, 4 cr

Instructor: JARA R

General Ed Req: none

The defining features of Spanish American contemporary narratives will be reviewed. The analytical and referential mode of traditional narratives in the service of a liberal and/or Marxian view of the world, between 1850 and 1950, will be set up as an instrument for contrastive characterization. The relevance of Spanish American historiographical questioning in the entire history of this narrative will be highlighted. Self-reflexivity, parody, intertextuality, diacritical emphasis and the emergence of counternarratives as response to homogeneity and decontextualization, the rejection of aesthetic and ideological closure, the critique of subjectivity - will be reviewed. The forms of the testimonial narrative, the Baroque production of meaning, magical realism, and postmodern fiction will be often interrogated. Each student will be in charge of developing for the class one aspect (indicated by instructor) of one of the fictional works listed in the "required readings". Also, each student will expose to the class a theoretical piece on contemporary Latin American narratives indicated by the instructor. This assignment will be shared both orally and in writing with the rest of the class. Class in Spanish.

Class time: 50% lecture, 20% discussion, 30% class presentations by individual students

Workload: 200 pages of reading per week, 1 exam, 1 paper, 1 oral presentation

Grade: 50% final exam, 20% class participation, 30% paper and presentations

Exam format: essay

SPAN 5701 HISTORY OF IBERO-ROMANCE

(Last taught: F92) prereq 3701 or 3702 or #, 4 cr

Instructor: OCAMPO F

General Ed Req: none

A study 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 who 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 (chapters 1,2,3,5,6,7,8,9,10,11,12). Elementary knowledge of classical Latin, although not required, will be highly beneficial.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 2 exams, weekly assignments

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

Exam format: essay

SPAN 5713 THE STRUCTURE OF MODERN SPANISH: SYNTAX

(Last taught: F93) prereq 3702, Ling 5201 or #, 4 cr

Instructor: OCAMPO F

General Ed Req: none

The course provides an introduction to linguistic phenomena that is present in the syntax of Spanish, such as: aristotelic and prototypic categories, grammatical relations, word order, transitivity, coordination, subordination, clitics.

Class time: 60% lecture, 40% discussion

Workload: 30 pages of reading per week, 2 exams, weekly assignments

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

Exam format: essay

SPAN 5715 THE STRUCTURE OF MODERN SPANISH: PRAGMATICS

(Last taught: F92) prereq 5713 or #, 4 cr

Instructor: OCAMPO F

General Ed Req: none

This course completes the Structure of Modern Spanish sequence. The objective is to present the concepts, problems and research methods currently utilized in the field of Spanish Pragmatics. Within this approach language is considered a device of communication that has to accommodate to the context in which the verbal exchange takes place. The relations between language and context are studied here, specifically how some features of the context are linguistically encoded in Spanish. Students are introduced to the concepts utilized in the current research in Pragmatics, such as: pragmatic functions (topic, focus, focus of contrast, contrary to expectation, etc.), old/new information, conversational implicatures, speech acts, deixis, presupposition, meaning/message. As the context in which the communication occurs is primarily oral discourse, features related to the organization of conversation (turn taking, adjacency pairs, repairs, etc.) will be studied.

Class time: 50% lecture, 50% discussion

Workload: 50 pages of reading per week, 2 exams, weekly assignments

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

Exam format: essay

SPEECH-COMMUNICATION

SPCH 1101 FUNDAMENTALS OF SPEECH-COMMUNICATION: ORAL COMMUNICATION

(Last taught: F92) §1441, 4 cr

Instructor: LUCAS

General Ed Req: (CBS: GE)

See course description. Teaching methods: discussion, lecture, self-evaluations, and peer group teaching "around the curriculum." This is a fundamental course which teaches students the practicalities of speech making using the audience as a focal point. The student is expected to be able to do research as well as speak in front of a peer audience with little speech anxiety.

Class time: 25% lecture, 5% closed-circuit TV, 80% discussion
Workload: 50 pages of reading per week, 3 exams, 2 papers
Grade: 15% mid-quarter exam(s), 5% final exam, 50% in-class presentations, 30% class participation
Exam format: multiple choice, essay, application and synthesis questions using concepts and techniques learned

SPCH 1101 FUNDAMENTALS OF SPEECH-COMMUNICATION: ORAL COMMUNICATION

(Last taught: W94) §1441, 4 cr

Instructor: STAFF

General Ed Req: (CBS: GE)

See course description. Teaching methods: discussion, lecture, self-evaluations. This is a fundamental course which teaches students the practicalities of speech-making, using the audience as a focal point. The student is expected to be able to do research as well as speak in front of a peer audience with little speech anxiety.

Class time: 30% lecture, 30% discussion, 40% student presentations
Workload: 50 pages of reading per week, 3 exams, 3 papers, detailed outlines; several speeches

Grade: 20% mid-quarter exam(s), 25% final exam, 15% written reports/papers, 50% in-class presentations, 5% class participation
Exam format: exams may involve multiple choice, short answer and essay

SPCH 1101 FUNDAMENTALS OF SPEECH-COMMUNICATION: ORAL COMMUNICATION

(Last taught: F92) §1441, 4 cr

Instructor: SZPIECH

General Ed Req: (CBS: GE)

The purpose of this class is to allow students to learn and explore numerous aspects of oral communication. These include: public speaking skills, critical analysis and evaluation of speeches, effective listening skills, organizational skills and audience analysis. Students in my class will be up in front of the class ten times during the quarter. Three of these are major speeches.

Class time: 45% lecture, 5% closed-circuit TV, 5% discussion, 10% students giving mini-lectures; rest devoted to student speeches and 2 exams

Workload: 45 pages of reading per week, 2 exams, 1 paper, 2 outlines; 3 major speeches; 4 minor speeches; 3 minor worksheets

Grade: 15% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 50% in-class presentations

Exam format: A combination of multiple choice, short answer, matching and application questions.

SPCH 1102 FUNDAMENTALS OF SPEECH-COMMUNICATION: COMMUNICATION PROCESS

(Last taught: F92) no prereq, 4 cr

Instructor: O'DELL

General Ed Req: none

Spch 1102 is an introduction to the field of Speech-Communication. The course will examine the nature of communication in six contexts: public, person-to-person, intercultural, small group, organizational, and mass mediated. Although it cannot provide an exhaustive account of the work in these areas, its primary purpose is to acquaint you with major theoretical and research trends. Lectures and reading assignments will demonstrate that there are many possible approaches to the study of communication. Thus, a secondary purpose of this class is to encourage you to critically evaluate the work in this discipline and form your own opinions on the strengths and weaknesses of different approaches. The course is in lecture format, but questions are always encouraged.

Class time: 100% lecture

Workload: 30 pages of reading per week, 2 exams, optional final
Grade: Option 1: 50% exam I, 50% exam II. Option 2: 25% exam I, 25% exam II, and 50% final exam.

Exam format: multiple choice

SPCH 1102 FUNDAMENTALS OF SPEECH-COMMUNICATION: COMMUNICATION PROCESS

(Last taught: F93) no prereq, 4 cr

Instructor: ZURAKOWSKI M

General Ed Req: none

The course is an introduction to the field of Speech-Communication. It covers a broad range of topics, touching on those most central to the field. We explore the concept of communication and its nature in several contexts: 1) research and reasoning; 2) interpersonal; 3) intercultural; 4) organizational; 5) small group; 6) rhetoric and persuasion; and 7) mass media. Although it cannot provide an exhaustive account of the work in these areas, a primary goal of the course is to acquaint you with major theoretical and research trends.

Class time: 75% lecture, 25% discussion

Workload: 30 pages of reading per week, 2 exams, weekly quizzes and optional final exam

Grade: 66% mid-quarter exam(s), 33% quizzes, 1% class participation, optional final = 50%, all other work then = 50%

Exam format: multiple choice

SPCH 1313 ANALYSIS OF ORAL ARGUMENT

(Last taught: W94) no prereq, 4 cr

Instructor: STAFF

General Ed Req: (CLA: A) (CBS: GE)

The textbook used for all sections of 1313 is John C. Reinard "Foundations of Argument: Effective Communication for Critical Thinking" Wm. C. Brown, 1991. Each section of 1313 is taught by experienced T.A.'s who make up their own syllabus, so the types of assignments, number of papers, presentations, quizzes, and exams will vary. In general, about half the grade would be based on quizzes and exams, and the type of exams are more likely to be essay type, but some may be partially or wholly objective. About 3 major assignments would involve writing papers analyzing argumentation in some speech or article. The thrust of the course is to strengthen students in the analysis of argumentation directed at them; but one oral presentation may be assigned in some sections, in which the students will be constructing and delivering an argumentative speech. Various exercises dealing with analyzing evidence, reasoning, fallacies, language role, etc. in argumentative contexts will be a part of the course usually. The course expects regular attendance and active participation.

SPCH 3191H HONORS COURSE: TUTORIAL SEMINAR IN SPEECH

(Last taught: F92) prereq honors candidate in speech-communication, #, Δ, 4 cr

Instructor: SCOTT R !!CLA Distinguished Teacher Award!!

General Ed Req: none

SPCH 3191H is not a "course" at all. It is an opportunity for majors in the honors program to meet together, discuss research interests, and begin to work or continue work toward a project that will result in an honors paper in an environment that is at once critical and supportive.

SPCH 3201 INTRODUCTION TO BROADCASTING PRODUCTION

(Last taught: W94) no prereq, 4 cr

Instructor: STAFF

General Ed Req: none

The goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in its potential for

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

impact in the communication of ideas. In this class you will be expected to: 1) learn the fundamental techniques of in-studio Live-On-Tape video production; 2) learn to write and produce as part of a video production team; 3) learn the communicative aspects of visual and aural aesthetics; 4) learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages. Required text: H. Zettl "Sight, Sound and Motion: Applied Media Aesthetics" 2nd edition.

Class time: 25% lecture, 25% discussion, 50% in studio television production

Workload: 30 pages of reading per week, 2 exams, 3 television productions

Grade: 15% mid-quarter exam(s), 15% final exam, 20% special projects, 10% class participation, 40% television productions

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

SPCH 3211 DETERMINANTS OF BROADCAST PROGRAMMING

(Last taught: W94) no prereq, 4 cr

Instructor: PECK J

General Ed Req: none

The course is an introduction to communication media that focuses on the following: the historical context of their development; their relationship to social structure and social hierarchies; their impacts on society, culture, consciousness and other forms of communication; their distinctive characteristics of form and content; their role in encouraging and/discouraging social change.

Class time: 75% lecture, 15% discussion, 10% film, audio-visual supplements

Workload: 50 pages of reading per week, 3 exams

Grade: 65% mid-quarter exam(s), 35% final exam

Exam format: multiple choice

SPCH 3211 DETERMINANTS OF BROADCAST PROGRAMMING

(Last taught: F93) no prereq, 4 cr

Instructor: RARICK D

General Ed Req: none

The course surveys the historical, organizational, economic, political and legal forces that shape the behavior and program content of electronic media in the U.S. The course focuses on historical trends, analysis of business and governmental organizations, and economic systems that affect media performance. Depending on section and instructor, one of these aspects may be highlighted more or less. In all cases, students are expected to develop critical awareness of the forces that shape electronic media content and of responsibilities of citizens, government policy makers and media workers in making media more responsive to the needs of society. Regular attendance and active participation is expected.

Class time: 80% lecture, 20% discussion

Workload: 200 pages of reading per week, 3 exams

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

Exam format: depending on section and instructor, exams may be all multiple choice and true/false or a combination of short answer with multiple choice and true/false

SPCH 3291 BROADCASTING AND NEW TELECOMMUNICATION MEDIA

(Last taught: F93) prereq 3211 or #, 4 cr

Instructor: RARICK D

General Ed Req: none

The course examines the development and current status of selected newer telecommunication media. In the course, students should: 1) gain understanding of the relationships of technological, regulatory, political, economic and social factors as they influence the development, structure, and content of new media, and 2) develop critical standards for evaluating public policies, program content, and economic decisions in these new media. Particular emphasis is placed on current developments in cable television, satellite communication, video cassette, and telephone technologies in the USA, and their impact on U.S. society and public communication. The course does not cover forms of "electronic publishing" and teletext/videotext.

Class time: 40% lecture, 30% discussion, 30% student presentations

Workload: 100 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 40% final exam, 35% in-class presentations, written reports included

Exam format: multiple choice; true-false with some short answer

SPCH 3401 THEORIES OF PERSON TO PERSON COMMUNICATION

(Last taught: W94) prereq 1102 or #, Psy 1001, 4 cr

Instructor: SYKES R

General Ed Req: none

This is a lecture course on the three basic approaches to the social science of communication: theory as natural laws; theory as the discovery of rules; and systems theory. Current research by investigators in each of the basic approaches is summarized. Lectures complement rather than repeat text, and examples of types of communication are drawn from motion pictures and television. There is opportunity for extra credit. The course is required of a speech-communication pre-majors. There are midquarter and final multiple choice exams. Mastery of details of text and lectures is required.

Class time: 90% lecture, 10% media examples of communication

Workload: 30 pages of reading per week, 2 exams, 1 optional extra credit book review

Grade: 40% mid-quarter exam(s), 60% final exam, extra credit book review (optional)

Exam format: multiple choice

SPCH 3402 COMMUNICATION IN RELATIONSHIPS

(Last taught: F93) prereq 1102, 4 cr

Instructor: OMDAHL B

General Ed Req: none

The goal of this course is to examine how close relationships are developed, maintained, and dissolved. In attempting to understand close relationships, this course explores such topics as: attraction, attachment, assessment of costs and rewards, self-disclosure, and regulation of intimacy. Acquaintances, friendships, romantic relationships, and families are discussed. The course presents social scientific findings and practical applications.

Class time: 70% lecture, 30% discussion

Workload: 2 exams, 1 paper, 10 short written reactions to readings

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 10% special projects

Exam format: multiple choice and essay

SPCH 3411 SMALL GROUP COMMUNICATION PROCESSES

(Last taught: F92) prereq 1101 or #, 4 cr

Instructor: DRAKE C

General Ed Req: none

This course is designed to provide a theoretical background as well as practical experience in how small group communication works. The course covers a range of topics including networks, roles and norms, leadership, decisionmaking, conflict and creativity. Students are assigned to groups for the quarter and complete group projects (those projects account for approx. 40% of the grade). Reading materials include a text "Small Group Communication: Theory and Practice" by E. Bormann and a small outside packet.

Class time: 40% lecture, 30% discussion, 30% small group work

Workload: 40 pages of reading per week, 2 exams, 2 papers, two group presentations with possible out of class meeting time needed

Grade: 10% mid-quarter exam(s), 10% final exam, 25% written reports/papers, 30% in-class presentations, 20% journal, 5% group participation

Exam format: Tests are a combination of multiple choice and essay questions; approx. 60% is essay format.

SPCH 3411 SMALL GROUP COMMUNICATION PROCESSES

(Last taught: F92) prereq 1101 or #, 4 cr

Instructor: HESS

General Ed Req: none

This course is designed to teach students about communication in task-oriented small groups. In addition to lecture and textbook info, students will have the opportunity to learn about groups by participating in a task-oriented group throughout the quarter.

Class time: 75% lecture, 25% misc - group activities; group presen-

tations; etc.

Workload: 30 pages of reading per week, 2 exams, 1 paper, 2 journals about group experience

Grade: 25% mid-quarter exam(s), 25% final exam, 25% written reports/papers, 25% in-class presentations

Exam format: objective-style questions: multiple choice, fill in the blank, true-false

SPCH 3411 SMALL GROUP COMMUNICATION PROCESSES

(Last taught: S93) prereq 1101 or #, 4 cr

Instructor: LUCAS C

General Ed Req: none

The class meets in groups throughout the quarter, using the text and other information to participate in and evaluate their own group communication. There are 2 to 3 major group presentations, 1 or 2 exams and perhaps an individual paper. While class time is allotted to group meetings, the groups will be meeting weekly on their own time, usually 2 or more hours. This class is highly participatory and experiential; very little lecture; instructor serves as a facilitator and guide.

Class time: 35% lecture, 15% discussion, 50% group meetings

Workload: 50 pages of reading per week, 2 exams, 1 paper, group meetings 2-10 hours per week on their own time

Grade: 25% mid-quarter exam(s), 25% final exam, 10% written reports/papers, 40% in-class presentations, 1% class participation

Exam format: multiple choice, short answer, true/false, short essay, fill-in-the-blank

SPCH 3411 SMALL GROUP COMMUNICATION PROCESSES

(Last taught: F92) prereq 1101 or #, 4 cr

Instructor: ROSE

General Ed Req: none

The study of human communication in small task-oriented groups; both the theoretical background for understanding small group dynamics, and first-hand experience. The purpose of the course is to help you understand what goes on in groups, and to develop your small group communication skills. Includes lectures, discussions, group presentations, exams and a paper. Authors: Ernest Bormann, R.F. Bales, T. Scheidel, A. Zander, K. Weick, R. Sykes. 50% of grade based on group work 50% on individual work. Group meetings outside of class time are sometimes necessary.

Class time: 45% lecture, 5% discussion, 40% laboratory, 10% full length feature films

Workload: 50 pages of reading per week, 2 exams, 1 paper, 2 group presentations (with papers)

Grade: 25% mid-quarter exam(s), 15% written reports/papers, 25% special projects, 25% in-class presentations, 5% class participation, 5% journal writing

Exam format: true/false; identification of terms; short and long essay

SPCH 3411 SMALL GROUP COMMUNICATION PROCESSES

(Last taught: W94) prereq 1101 or #, 4 cr

Instructor: STAFF

General Ed Req: none

Small group communication processes is a course in cooperative and creative thinking in small task-oriented groups. The course includes planning, preparing for, and participating in small groups in private and public contexts. The course balances the experiential and the practical. Each student participates in a task-oriented, zero-history, leaderless group. The group members work together for the entire term. They alternate between task projects such as inquiring into

public policy questions and the application of small group theory to their group experiences in case studies of the communication. The theory includes such topics as cohesiveness, norm development, role emergence, culture, leadership, conflict, power, gender and decision-making.

Class time: 10% lecture, 10% discussion, 80% 50-60% participation in task oriented group meetings. 20-30% reading and discussing group

Workload: 50 pages of reading per week, 3 exams, diaries of group experience, group meetings outside of regularly scheduled classes

Exam format: essay and maybe objective questions

SPCH 3431 THE ROLE OF PERSUASION IN THE MODERN WORLD

(Last taught: W94) soph standing rec, 4 cr

Instructor: GAETANO G

General Ed Req: none

The goal of this class is to make you more critical and responsible consumers of persuasion. We will be exploring the various ways in which persuasion functions in our society. We will look at numerous theories and perspectives that attempt to explain how and why persuasion operates. We will deal with such topics as the power of language, the influence of culture, the use of logical and emotional appeals, the importance of ethos, and the trigger mechanisms which often short-circuit our reasoning processes. We will examine the impact of persuasion on such fields as politics, advertising, ideological campaigns and religion. There are no "formal" speaking opportunities in this class.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 3 exams, 2 papers

Grade: 25% mid-quarter exam(s), 30% final exam, 20% written reports/papers. 15% quizzes, 10% class participation

Exam format: multiple choice, true/false, short essay (50%)

SPCH 3431 THE ROLE OF PERSUASION IN THE MODERN WORLD

(Last taught: F93) soph standing rec, 4 cr

Instructor: STAFF

General Ed Req: none

Students will depend on a rather comprehensive textbook and will need to gather examples of persuasion from contemporary and varied sources.

Class time: 40% lecture, 40% discussion, 20% group or individual projects

Workload: 6 exams, 1 paper, 6 very short paper/exercises

Grade: 10% mid-quarter exam(s), 20% final exam, 30% written reports/papers, 10% special projects, 30% quizzes, 10% class participation

Exam format: both multiple choice and essay

SPCH 3441 COMMUNICATING IN ORGANIZATIONS

(Last taught: S93) prereq 1102 or 1101 or equiv, 4 cr

Instructor: BERKOWITZ S

General Ed Req: none

This course is an introduction to organizational communication. Its goals are: 1) to enhance your understanding of the role of communication in modern organizations; 2) to explore common organizational communication problems and their solutions; and 3) to explore the attitudes and skills that underlie effective communication behavior in organizations. This course is not a performance course, but you will have opportunities to exercise your capacities for diagnosing organizational communication problems and to build your knowledge of communication skills. In the best of all possible worlds the course will also make you aware of skills you need to work on and other things you

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- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

need to learn about.

Class time: 70% lecture, 30% discussion

Workload: 20 pages of reading per week, 1 exam, 4 papers

Grade: 15% final exam, 77% written reports/papers, 8% class participation

Exam format: essay

SPCH 3441 COMMUNICATING IN ORGANIZATIONS

(Last taught: W94) prereq 1102 or 1101 or equiv, 4 cr

Instructor: STAFF

General Ed Req: none

This is an introductory course in Organizational Communication which covers message flow, communication networks, superior-subordinate communication, new communication technologies, and other special topics. It is a prerequisite for SPCH 5441, 5442, and 5443. Case studies are used to promote class discussion.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 2 exams, 2 papers, interview and/or group presentation

Grade: 22% mid-quarter exam(s), 23% final exam, 37% written reports/papers, 10% in-class presentations, 8% class participation

Exam format: mixed objective and subjective

SPCH 3451 INTERCULTURAL COMMUNICATION: THEORY AND PRACTICE

(Last taught: W94) prereq planning an intercultural experience, 4 cr

Instructor: MILLER L !!Morse Alumni Teaching Award Winner!!

General Ed Req: none

This course is intended for undergraduates who are planning an intercultural experience in the near future. The course will survey important topics in intercultural theory and provide an opportunity to learn and practice intercultural communication skills. The course will address the interaction between culture, communication, and identity; important factors which effect intercultural communication; and related issues of power, values and ethics. This course requires you to do a lot of thinking, writing, discussing inside and out of class. You will be working with groups in class and you will be interviewing people out of class. You will be experimenting with food, movies, magazines and other media, cultural rules, and language. This course will make you think, but it will also require you to act. Be prepared.

Class time: 40% lecture, 20% discussion, 30% experiential learning
Workload: 70 pages of reading per week, 2 papers, keep a journal and 4 outside activities

Grade: 61% written reports/papers, 17% special projects, 3% in-class presentations, 9% class participation, 10% e-mail

Exam format: students keep a journal

SPCH 3501 INTRODUCTION TO COMMUNICATION RESEARCH METHODS

(Last taught: W94) prereq 3401, 4 cr

Instructor: POOLE M

General Ed Req: none

See course description. The course uses 2 texts: 1) Frey, Botan, Friedman & Kreps "Investigating Communication: An Introduction to Research Methods" and 2) Frey, Botan, Friedman & Kreps, "Interpreting Communication Research".

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams, 1 short analysis essay (5pp or less) and 1 library research lab

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

Exam format: multiple choice

SPCH 3605 PERSUASIVE SPEAKING

(Last taught: S93) prereq 1101, 4 cr

Instructor: SCOTT R !!CLA Distinguished Teacher Award!!

General Ed Req: none

The course will stress student performance - students make speeches. Equally important is understanding of the process of communication. In this course that means the analysis of speaking - of one's own speaking and that of others.

Class time: 10% lecture, 40% discussion, 50% performance

Workload: 50 pages of reading per week, 2 exams, 4 papers, 3 speeches at least

Grade: 40% written reports/papers, 40% in-class presentations, 20% all exams total

Exam format: essay

SPCH 3605 PERSUASIVE SPEAKING

(Last taught: W94) prereq 1101, 4 cr

Instructor: STAFF

General Ed Req: none

The course will stress student performance - students make speeches. Equally important is understanding of the process of communication. In this course that means the analysis of speaking - of one's own speaking and that of others.

Class time: 10% lecture, 40% discussion, 50% performance

Workload: 50 pages of reading per week, 2 exams, 4 papers, 3 speeches, at least

Grade: 40% written reports/papers, 40% in-class presentations, 20% all exams total

Exam format: essay

SPCH 3605 PERSUASIVE SPEAKING

(Last taught: W94) prereq 1101, 4 cr

Instructor: STAFF

General Ed Req: none

The course will stress student performance - students make speeches. Equally important is understanding of the process of communication. In this course that means the analysis of speaking - of one's own speaking and that of others.

Class time: 10% lecture, 40% discussion, 50% performance

Workload: 50 pages of reading per week, 2 exams, 4 papers, 3 speeches, at least

Grade: 40% written reports/papers, 40% in-class presentations, 20% all exams total

Exam format: essay

SPCH 3625 ETHICAL STANDARDS IN MODERN COMMUNICATION

(Last taught: F93) prereq 1101 or 1101H or #, 4 cr

Instructor: JENSEN J

General Ed Req: none

The textbooks will be Richard Johannesen, "Ethics in Human Communication," 3rd ed. Waveland Press, 1990, and James Jaksa and Michael Pritchard, "Communication Ethics: Methods of Analysis," Wadsworth, 1988. Additional articles will be on reserve in Walter Library. The objectives of the course are to deepen and broaden insights into ethical issues related to interpersonal, small group, public, and mass communication; to increase ethical commitment whether as a communicator or a receiver or a critic; to analyze ethical concerns in communication designed to persuade, inform, or entertain; to study sources for ethical standards based on various philosophical, religious, political, and situational perspectives; to develop ethical guidelines for communication; to appreciate making ethical quality judgments on a continuum rather than in two-valued 'ethical' or 'unethical' categories; to strengthen one's courage in coping with the risk-taking involved in ethical decision making and communicating; to probe ethics in such areas as whistleblowing, ghostwriting, freedom of speech, secrecy, truth-telling and promising.

Class time: 10% lecture, 80% discussion, 10% audio-visuals

Workload: 75 pages of reading per week, 2 exams, 1 paper

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

Exam format: essay

SPCH 5110 ADVANCED TOPICS IN SPEECH-COMMUNICATION THEORY

(Last taught: W94) prereq 3211 or 3401 or 3601, 4 cr

Instructor: OMDAHL B

General Ed Req: none

Advertisers differ in the extent to which they capture our attention and provide slogans we remember. People give meaning to some nonverbal cues, but overlook others. Friends and lovers often interpret messages differently than their partners intended. Movie goers often find themselves lured by suspense or caught off-guard by twists. All of these communication experiences can be explained, in large part, by theories that explain the human information processing system. The purpose of this course is to take an in-depth look at the social scientific theories and research that explain attention, perception, comprehension, and interpretation of communication events. The first unit in this course will focus on the structures and processes of the

human information processing system, and the second unit will address communication applications (e.g., comprehension and production of language and symbols, using information to understand the behavior of others, persuading others). Texts: Fiske and Taylor "Social Cognition" and Eysenck "Handbook of Cognitive Psychology". Additional reading will address on cognitive processing in communication encounters.

Class time: 60% lecture, 40% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper, 10 written reactions to readings

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 10% special projects, special projects is written reactions to readings

Exam format: multiple choice, essay

SPCH 5211 CONTEMPORARY PROBLEMS IN AMERICAN BROADCASTING

(Last taught: F93) prereq 3211, sr status, 4 cr

Instructor: PECK J

General Ed Req: none

Examines portrayals of gender and race in contemporary television and other popular media. Looks at historical roots of racial and sexual stereotypes and current uses in media and popular culture. Also looks at various efforts to influence TV portrayals of race, gender, ethnicity, etc. Course includes a lot of discussion and analysis of contemporary media images and messages.

Class time: 50% lecture, 25% discussion, 25% student presentations; films

Workload: 25 pages of reading per week, 2 exams, 1 paper, 2 short writing assignments; one oral presentation

Grade: 25% mid-quarter exam(s), 25% final exam, 40% written reports/papers, 10% in-class presentations

Exam format: essay exams

SPCH 5231 COMPARATIVE BROADCAST SYSTEMS

(Last taught: W93) prereq 3211 or #, 4 cr

Instructor: BROWNE D

General Ed Req: none

My basic goal in offering this course is to make you more aware of the ways in which broadcasting has evolved, is administered and is used in the industrialized nations of the world. (Broadcasting in developing nations is covered in Speech 5-233). My basic hope is that your awareness will lead you to be more demanding in what you give to and receive from broadcasting in the United States, or whatever your home country might be. While any one nation's system(s) of broadcasting is/are to some extent a reflection of the nation itself, national systems are also subject to influence from beyond the national borders. By the end of this quarter, you should have a better idea of the nature of that influence. Perhaps you'll also have formed a clearer idea of what should be incorporated and resisted as parts of an "ideal" broadcasting system.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 5 exams, 1 paper

Grade: 30% mid-quarter exam(s), 30% final exam, 40% written reports/papers, (rough estimate for midqtr and final exam)

Exam format: short answer and essay, with a few multiple choice and true/false

SPCH 5233 BROADCASTING, NATIONAL DEVELOPMENT

(Last taught: W94) no prereq, 4 cr

Instructor: BROWNE D

General Ed Req: none

The central subject of this course is the use made of broadcasting to

resolve certain societal problems: political disunity, lack of formal educational opportunities, under-productivity in agriculture, etc. Those problems often are lumped together under the term "national development," hence the course title. Many of the case studies we cover in class will be from the Third World, but some will not: much of the Third World experience with and approach to broadcasting and national development has been shaped by the experience (not to mention the funding!) of the industrially developed world. We shall be considering several specific types of national development this quarter: political, agricultural, health and nutritional, educational. I do this in part to have convenient pegs on which to hang lectures and readings. As you'll discover, many developmental projects in which broadcasting plays a role cannot be pegged all that neatly. They tend to sprawl. But one must begin somewhere...

Class time: 65% lecture, 25% discussion, 10% class oral reports

Workload: 50 pages of reading per week, 2 exams, 1 paper

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

Exam format: short answer, essay

SPCH 5261 COMMUNICATIVE PROCESSES OF TELEVISION

(Last taught: W94) prereq 3211 or #, 4 cr

Instructor: PECK J

General Ed Req: none

Looks at television as a medium of communication and as an element of culture. Focuses on history of TV, production processes and industry, analyzing programming and understanding audiences. Regular viewing and analysis of selected programming is required. Course is highly oriented to student discussion.

Class time: 50% lecture, 40% discussion, 15% films and videos

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

Grade: 20% mid-quarter exam(s), 20% final exam, 60% written reports/papers

Exam format: essay

SPCH 5403 THE THEORY CONSTRUCTION AND ANALYSIS IN COMMUNICATION

(Last taught: S93) prereq 3401 or #, 4 cr

Instructor: OMDAHL B

General Ed Req: none

This course describes, categorizes and evaluates six approaches to the study of human interaction and symbol use: natural laws, social forces, individual forces, systems, critical and hermeneutic. The goals of the course are to prepare students to analyze communication theories and enable students to propose original theories or reformulate existing theories.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, varied writing assignments

Grade: 100% written reports/papers, 15%-brief reactions; 15%-short paper; 35%-take home exam; 35%-major paper

Exam format: 20 pages maximum, take-home, comprehensive

SPCH 5407 COMMUNICATION AND INTERPERSONAL CONFLICT

(Last taught: W94) prereq 3401, 3411, 4 cr

Instructor: POOLE M

General Ed Req: none

See course description. The text is "Working Through Conflict" by J. Folger, M. S. Poole, and R. Stutman. A few additional readings may be assigned. There will be two tests and a major term project, a case study of a conflict of interest to the students.

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 2 exams, 1 paper

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- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

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Grade: 20% mid-quarter exam(s), 30% final exam, 50% written reports/papers, penalty for nonattendance

Exam format: mixed, some objective and some short essay

SPCH 5411 SMALL GROUP COMMUNICATION THEORY

(Last taught: F93) prereq 3411 or #, 4 cr

Instructor: BORMANN E !!CLA Distinguished Teacher Award!!

General Ed Req: none

Small group communication is a course relating to the research, theory and application of information relating to communication and the dynamics of task-oriented small groups. The course consists primarily of lectures and class discussions emphasizing the speech-communication tradition of work in discussion and small group communication. Where it is relevant the course will deal with research and theory from cognate fields. The instructor will provide a day-by-day syllabus with reading lists for major topics. Students may use the bibliographies to help in the preparation of papers for the course. The reading lists are extensive and students are not expected to read all or even a majority of the items. The bibliographies are primarily an aid to independent study beyond the core materials covered in the lectures. Undergrads will write a short paper and graduate students will write two short papers. The papers will be 500 to 700 words in length and may be either: 1) book or article reviews or 2) syntheses of six or more research articles relating to some important concept in small group communication.

Class time: 50% lecture, 35% discussion, 15% group projects

Workload: 3 exams, 4 exams for grad students

Grade: 45% written reports/papers, 10% class participation, all exams to total 45% (comprehensive final)

Exam format: objective questions 30 - 50%, short essay 25 - 30%, longer essay for the remainder

SPCH 5421 QUANTITATIVE RESEARCH IN COMMUNICATION

(Last taught: F93) prereq 3401 or 5403 or #, 4 cr

Instructor: HEWES D

General Ed Req: none

This course is an introduction to empirical studies in communication research. Students are introduced to the basic statistical techniques for assessing the reliability and validity of measures and simple statistical techniques for testing hypothesis. Special attention is paid to the peculiarities of communication research.

Class time: 80% lecture, 20% discussion

Workload: 30 pages of reading per week, 3 exams, 1 paper, very occasional homework

Grade: 50% mid-quarter exam(s), 25% final exam, 25% written reports/papers

Exam format: short essay

SPCH 5441 COMMUNICATION IN HUMAN ORGANIZATIONS

(Last taught: W94) prereq 3401 or 8 cr social science, 3441 or #, 4 cr

Instructor: KROLL B

General Ed Req: none

This course will focus on human communication within organizational contexts. The first will focus a chronological review of organizational theories, examining the implications for organizational communication. The second half will examine changes which face organizations, and how organizational theories can be used to explain how both organizations and individuals respond to change. Objectives: 1) an understanding of the basic concepts and theories concerning human communication in organizations; 2) an understanding of the history, development and some of the competing perspectives of organizational communication (as part of the discipline of speech-communication); 3) an understanding of the factors which influence communication in human organizations, and conversely, the ways in which communication influences typical organizational processes, such as socialization, decision-making, and planning; 4) an exposure to the debate over theoretical and methodological approaches which best characterize and 'fit' the phenomenon of human communication within organizations; 5) experience in applying theories to address issues which affect organizations, to better understand and explain organizational and individual responses to change.

Workload: 100 pages of reading per week, 2 exams, 4 papers, 5 quizzes

Exam format: short answer, essay

SPCH 5443 THEORIES OF ORGANIZATIONAL COMMUNICATION

(Last taught: F92) prereq 3401, 3441 or #, 4 cr

Instructor: POOLE M

General Ed Req: none

This is a course on theories of organizational communication. It covers organizational culture theory, critical theory, communication network theory, theory of organizing, new communication technologies, and other key theoretical positions. Course is taught by lecture and discussion. Students will learn about theories and how to evaluate them, as well as the content of the course. There will be a term paper, consisting of a theoretical review or literature review. SPCH 3441 is a prerequisite for undergrads.

Class time: 80% lecture, 20% discussion

Workload: 100 pages of reading per week, 3 exams, 1 paper

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

SPCH 5607 RHETORIC OF ASIA

(Last taught: F92) prereq 3601 or #, 4 cr

Instructor: JENSEN J

General Ed Req: none

A sketch of the quarter's work: after a 1 week overview, we spend three weeks on Japan, 2 weeks on exploring ancient roots for Asian rhetoric (Confucianism, Buddhism, Taoism), 1 week on Korea, 2 weeks on China, and 1 week on Southeast Asia. We use as a textbook, Robert Oliver, "Leadership in Asia: Persuasive Communication in the Making of Nations, 1950-1950", and a reference book, Harold Hinton, "East Asia and the Western Pacific." Numerous speeches given by East Asians from World War II to the present are analyzed (these need to be purchased at one of the photocopying services, specified in the syllabus). The class is usually small enough to permit much discussion. I also show numerous brief items taken from cable TV or PBS or the networks which would be relevant to the course work. The students get the opportunity to write a research paper on some Asian public speaker or some rhetorical issue.

Class time: 15% lecture, 80% discussion, 5% audio-visual VCR

Workload: 60 pages of reading per week, 2 exams, 1 paper

Grade: 30% mid-quarter exam(s), 30% final exam, 30% written reports/papers, 10% in-class presentations

Exam format: essay

SPCH 5611 CLASSICAL RHETORIC

(Last taught: F93) prereq 1101 or 1101H, 4 cr

Instructor: SCOTT R !!CLA Distinguished Teacher Award!!

General Ed Req: none

We shall read classical rhetorical theory concentrating on Aristotle, Plato, and Cicero. We shall try to gain an understanding of these materials in their cultural context, however we shall be interested in assessing the relevance of that thought to our own times and to our individual lives. The course will be writing intensive. Students will be expected to write three papers for which they may compose sketches and which they may choose to revise.

Class time: 60% lecture, 40% discussion

Workload: 75 pages of reading per week

Grade: 10% mid-quarter exam(s), 10% final exam, 80% written reports/papers

Exam format: essay

SPCH 5616 PUBLIC ADDRESS IN BRITAIN AND THE COMMONWEALTH

(Last taught: W93) prereq 1101 or 1101H or #, 4 cr

Instructor: JENSEN J

General Ed Req: none

The objectives of the course are to gain knowledge of some famous British orators, some major orations, and some significant historical issues in Great Britain and the Empire (Commonwealth) since the American Revolution up to the present; to gain a knowledge of and an appreciation for some of the traditions and characteristics of British public speaking in parliament, political campaigns, law courts, pulpit, and Hyde Park; to increase one's interest in contemporary British public speaking; to improve one's ability to evaluate past and present speeches. The textbook is Robert T. Oliver, "Public Speaking in the Reshaping of Great Britain", 1987, and a number of omissions and

articles are on reserve in Walter Library. Disc and tape recordings of orations (either by the speakers themselves or by actors reading earlier orations) are to be listed to. Informal lecture - discussion procedure in class throughout the quarter, with some audio-visual materials included. We begin with the present time and go backward chronologically to the American Revolution.

Class time: 100% lecture-discussion

Workload: 2 exams, 1 paper

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

Exam format: essay

SPCH 5618 HISTORY AND CRITICISM OF AMERICAN PUBLIC ADDRESS

(Last taught: S93) prereq 1101 or 1101H, Psy 1001, 4 cr

Instructor: BORMANN E !!CLA Distinguished Teacher Award!!

General Ed Req: none

The course consists of lectures and discussions dealing with the history and criticism of the public persuasion relating to the major political and foreign policy issues debated in this country from 1740 to the present. Among the debates studied are those over adopting Federal Constitution, the Missouri Compromise, Webster-Hayne, Compromise of 1850, Lincoln-Douglas, televised presidential debates. The course also covers the rise of the media and the resultant changes in political communication.

Class time: 50% lecture, 50% discussion

Workload: 100 pages of reading per week, 2 exams, 2 papers, we sometimes hold a parliamentary debate on whether or not to adopt the Fed. Constitution

Grade: 15% mid-quarter exam(s), 30% final exam, 45% written reports/papers, 10% class participation

Exam format: essay

STATISTICS

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: W94) prereq high school algebra, 4 cr

Instructor: EATON M

General Ed Req: (CLA: A*)

This is a one quarter course. It is an introduction to the basic ideas of inferential and descriptive statistics with a prerequisite of high school algebra. The course begins with a discussion of means, variances and histograms, and then correlation-regression is covered. After discussing some elementary probability, the central limit theorem is used to justify some basic inferential methods. The course ends with an application of basic probability modeling to Mendelian genetics.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams, 10 homework problems per week

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: multiple choice

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: W93) prereq high school algebra, 4 cr

Instructor: GEYER C

General Ed Req: (CLA: A*)

Statistics 1001, 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 special topics as time permits.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams, about 10 homework problems

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: mostly problems, some multiple choice, or essay

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: F93) prereq high school algebra, 4 cr

Instructor: GRUND B

General Ed Req: (CLA: A*)

This course is an introduction to the basic ideas of inferential and descriptive statistics. Topics include the discussion of histograms, the average and standard deviation of data, the normal distribution, linear regression and correlation, some elementary probability calculations and the central limit theorem. Text: Freedman, Pisani, Purves and Adhikari, "Statistics", 2nd edition.

Class time: 70% lecture, 30% discussion

Workload: 40 pages of reading per week, 2 exams, 9-10 homework sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: W93) prereq high school algebra, 4 cr

Instructor: HAWKINS D

General Ed Req: (CLA: A*)

Stat 1001, 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 special topics as time permits.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 3 exams, about 10 homework problems

Grade: 40% mid-quarter exam(s), 35% final exam, 25% problem solving

Exam format: mostly problems

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: S93) prereq high school algebra, 4 cr

Instructor: HE K

General Ed Req: (CLA: A*)

Topics: descriptive statistics, correlation and regression analysis, sampling, interval estimation, testing of hypothesis. Book: Statistics,

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B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

Freedman, etc. 2nd edition

Class time: 60% lecture, 40% laboratory

Workload: 2 exams, 8-9 homework sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 1001 INTRODUCTION TO IDEAS OF STATISTICS

(Last taught: W94) prereq high school algebra, 4 cr

Instructor: OEHLERT G

General Ed Req: (CLA: A*)

The course gives students an introduction to the ideas in statistics. Formulas and manipulation are deemphasized. Try to get students to think critically about the statistical information they hear every day.

Workload: 50 pages of reading per week, 9 exams

Exam format: problem solving

STAT 3011 STATISTICAL ANALYSIS

(Last taught: W94) prereq college algebra, 4 cr

Instructor: GEYER C

General Ed Req: (CLA: A*)

This is the first quarter of a two-quarter sequence continuing with Stat 3012 that introduces the basic ideas and methods of statistics dealing mostly with applications and problem solving rather than theory. College algebra is a required prerequisite, but not calculus. The text is "Statistics", 2nd ed. by Devore and Peck (Wadsworth, 1993). The course will cover basic elements of descriptive statistics (histograms, scatterplots, means, standard deviations, correlation, regression lines), elementary probability and sampling theory, working up to confidence intervals and significance tests for a single sample.

Workload: 50 pages of reading per week, 3 exams

Exam format: problem solving

STAT 3011 STATISTICAL ANALYSIS

(Last taught: W93) prereq college algebra, 4 cr

Instructor: HE K

General Ed Req: (CLA: A*)

Topics: descriptive statistics, elementary probability, estimation, one-sample tests. Text: Statistics, 5th ed. by McClave and Dietrich II

Class time: 80% lecture, 20% laboratory

Workload: 3 exams, about 8 homework problem solving

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 3011 STATISTICAL ANALYSIS

(Last taught: W93) prereq college algebra, 4 cr

Instructor: LINDGREN B

General Ed Req: (CLA: A*)

Descriptive statistics, elementary probability, sampling distributions, estimation, one-sample tests of hypotheses. We cover chapters 1-8 of the text "Statistics" by McLave and Dietrich, 5th ed.

Class time: 100% lecture, answer questions

Workload: 2 exams, homework assignments handed in approximately weekly

Grade: 45% mid-quarter exam(s), 40% final exam, 5% problem solving

Exam format: problem solving

STAT 3011 STATISTICAL ANALYSIS

(Last taught: F92) prereq college algebra, 4 cr

Instructor: MARTIN F

General Ed Req: (CLA: A*)

An introduction to statistical concepts and the theory of random variation which permit the extraction of information from observation of datasets. Discussion of how to collect datasets so that they can be useful and informative. The course does not require calculus. The text will be a "standard" adopted for at least the current year for all sections of the course.

Class time: 100% lecture

Workload: 50 pages of reading per week, 3 exams, weekly homework assignments

Grade: 40% mid-quarter exam(s), 40% final exam, 20% homework graded

Exam format: problem solving (show your work) and essay

STAT 3011 STATISTICAL ANALYSIS

(Last taught: W93) prereq college algebra, 4 cr

Instructor: OEHLERT G

General Ed Req: (CLA: A*)

This course is an introduction to the basic problem solving skills in statistics. We will cover describing data, elementary probability calculations, estimating means, and testing simple hypotheses about means.

Class time: 95% lecture, 5% discussion

Workload: 2 exams, homework

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problem solving

STAT 3012 STATISTICAL ANALYSIS

(Last taught: W94) prereq 3011, 4 cr

Instructor: BURA

General Ed Req: (CLA: A*)

This course is a continuation of Stat 3011. The two-course sequence introduces the basic ideas and methods of statistics dealing mostly with applications and problem solving rather than theory. College algebra is a required prerequisite, but not calculus. This course picks up where 3011 leaves off with a review of confidence intervals and significance tests. It covers two-sample comparisons, analysis of variance, simple and multiple linear regression, chi-squared tests for contingency tables and goodness of fit, and some nonparametric methods.

Workload: 45 pages of reading per week, 3 exams, 9 weekly homeworks

Exam format: problem solving

STAT 3012 STATISTICAL ANALYSIS

(Last taught: W93) prereq 3011, 4 cr

Instructor: MARTIN F

General Ed Req: (CLA: A*)

Lectures on the acquisition of knowledge by observation. Description of the presence of, and how to deal with, chance variation. The nature and limitations of conclusions which may be made about the "state of nature" from analysis of collected data. Data as evidence.

Class time: 80% lecture, 20% laboratory

Workload: 60 pages of reading per week, 2 exams, weekly homeworks (10 problems) handed in for grading

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

Exam format: essay, problems involving numerical solution and statement of conclusions

STAT 3012 STATISTICAL ANALYSIS

(Last taught: W94) prereq 3011, 4 cr

Instructor: OEHLERT G

General Ed Req: (CLA: A*)

Continuation of 3011. This quarter we will use computer software for calculation. Topics include one way ANOVA, multiple regression, and contingency tables.

Workload: 50 pages of reading per week, 9 exams

Exam format: problem solving

STAT 3091 INTRODUCTION TO PROBABILITY AND STATISTICS

(Last taught: W94) §5121, 5131; prereq differential, integral calculus, 4 cr

Instructor: DICKEY J

General Ed Req: (CLA: A*)

This course will start with an introduction to probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Bayes' theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal, and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to statistical inference, including estimation, confidence intervals, and hypothesis tests. We may also discuss the analysis of variance and linear regression. Lecture section will meet 3/week and one or more recitation sections will meet 1/week. Homework problems weekly and discussed in recitation section. The course will emphasize basic understanding of concepts and methods, rather than learning stylized

problems, procedures, or calculations. The subject matter in the textbook will be studied at the approx. rate of one chapter/week. Supplementary topics will be introduced in lecture and will also form an important part of the course, including appearance in examinations. Text: "Probability and Statistics for Engineering and the Sciences" 3rd ed. Devore

Workload: 4 exams, weekly homework

Exam format: variable (not stylized)

STAT 3091 INTRODUCTION TO PROBABILITY AND STATISTICS

(Last taught: W94) §5121, 5131; prereq differential, integral calculus, 4 cr

Instructor: HARDY

General Ed Req: (CLA: A*)

This course will start with an introduction to probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Bayes' theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal, and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to statistical inference, including estimation, confidence intervals, and hypothesis tests. We may also discuss the analysis of variance and linear regression if time permits. Lecture section 3/week and one or more recitation sections 1/week. Homework problems weekly and discussed in recitation section. Course will emphasize basic understanding of concepts and methods, rather than learning stylized problems, procedures, or calculations. The subject matter in the text will be studied at approximate rate of one chapter/week. Supplementary topics will be introduced in lectures and will also form an important part of the course, including appearance in exams. Text: "Probability and Statistics for Engineering and the Sciences", 3rd edition, Devore.

Workload: 3 exams

Exam format: solving problems similar to those on weekly quizzes (and therefore similar to exercises in the text)

STAT 3091 INTRODUCTION TO PROBABILITY AND STATISTICS

(Last taught: W94) §5121, 5131; prereq differential, integral calculus, 4 cr

Instructor: MEEDEN G

General Ed Req: (CLA: A*)

See Bulletin.

Class time: 95% lecture

Workload: 2 exams, 9 groups of homework problems

Grade: 45% mid-quarter exam(s), 45% final exam, 10% problem solving

Exam format: problems

STAT 3091 INTRODUCTION TO PROBABILITY AND STATISTICS

(Last taught: F93) §5121, 5131; prereq differential, integral calculus, 4 cr

Instructor: PRUITT R

General Ed Req: (CLA: A*)

See catalog.

Class time: 75% lecture, 25% discussion

Workload: 2 exams, weekly homework

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problem solving

STAT 3091 INTRODUCTION TO PROBABILITY AND STATISTICS

(Last taught: F92) §5121, 5131; prereq differential, integral calculus, 4 cr

Instructor: SUDDERTH V

General Ed Req: (CLA: A*)

The course is an introduction to probability and statistics. It is more mathematical than Stat 1001 and Stat 3011 and requires some knowledge of calculus.

Class time: 75% lecture, 25% recitation sections with a TA

Workload: there is a short quiz every week

Grade: 40% final exam, 60% quizzes

Exam format: Problems are similar to those on a math exam. Sometimes there are multiple choice answers.

STAT 5021 STATISTICAL ANALYSIS

(Last taught: F93) §3012; prereq college algebra, 5 cr

Instructor: MEEDEN G

General Ed Req: none

See catalog.

Class time: 95% lecture, 5% discussion

Workload: 3 exams, weekly homework

Grade: 45% mid-quarter exam(s), 45% final exam, 10% problem solving

Exam format: problems to work, old exams will be made available

STAT 5121 THEORY OF STATISTICS

(Last taught: W94) prereq Math 1261, 5 cr

Instructor: DICKEY J

General Ed Req: none

This course will start with an introduction to probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Bayes' theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal, and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to statistical inference, including estimation, confidence intervals, and hypothesis tests. We may also discuss the analysis of variance and linear regression if time permits. Lecture sections meet 3/week plus one or more recitation sections once per week. Quizzes given weekly and will be discussed in the recitation section. The course will emphasize basic understanding of concepts and methods, rather than learning stylized problems, procedures, or calculations. The subject matter in the textbook will be studied at the approximate rate of one chapter per week. Supplementary topics will be introduced in lectures and will also form an important part of the course, including appearance in exams. Text: "Statistics: Theory and Methods" Berry and Lindgren.

Workload: 3 exams, 8 weekly quizzes

Exam format: variable (avoid stylization)

STAT 5121 THEORY OF STATISTICS

(Last taught: F93) prereq Math 1261, 5 cr

Instructor: LINDGREN B

General Ed Req: none

Univariate and multivariate distributions, law of large numbers, sampling, likelihood methods, estimation and hypothesis testing, regression and analysis of variance, confidence intervals, distribution-free methods.

Class time: 3-1 hour lectures, 1-1 hour "recitation conducted by TA

Workload: 3 exams, written assignments (problem solving) weekly

Grade: 45% mid-quarter exam(s), 40% final exam, 15% problem solving

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B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

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Exam format: problem solving

STAT 5122 THEORY OF STATISTICS

(Last taught: W94) prereq 5121, 5 cr

Instructor: LINDGREN B

General Ed Req: none

Sampling, likelihood, sufficiency, estimation, tests of hypotheses, nonparametric tests, categorical data, ANOVA, simple and multiple regression, Bayes estimates. Covers chapters 8-14 of the text: "Statistics: Theory and Methods", Berry and Lindgren.

Class time: 100% lecture, answer questions

Workload: 2 exams, homework assignments handed in approximately weekly

Grade: 45% mid-quarter exam(s), 40% final exam, 15% problem solving

Exam format: problem solving

STAT 5131 THEORY OF STATISTICS

(Last taught: F92) §5121-5122; prereq Math 3311 or 3411, 4 cr

Instructor: GEISSER S

General Ed Req: none

Probability spaces, conditional probability, discrete variables, continuous variables, conditional probability, functions of random variable, independence, expectation, conditional distribution, moments, generating functions, laws of large numbers, central limit theories.

Class time: 100% lecture

Workload: 25 pages of reading per week, 2 exams

Grade: 40% mid-quarter exam(s), 45% final exam, 15% homework

Exam format: problems

STAT 5131 THEORY OF STATISTICS

(Last taught: F93) §5121-5122; prereq Math 3311 or 3411, 4 cr

Instructor: LINDGREN B

General Ed Req: none

Probability models, univariate and bivariate distributions, independence, basic limit theorems. 5132-5133: Statistical decision theory, sampling, estimation, testing hypotheses, parametric and nonparametric procedures for one-sample and two-sample problems, regression, analysis of variance. Treatment more mathematical than that in 5121-5122.

Grade: 45% mid-quarter exam(s), 40% final exam, 15% problem solving

Exam format: problem solving

STAT 5132 THEORY OF STATISTICS

(Last taught: W94) prereq 5131, 4 cr

Instructor: FEDOROV V

General Ed Req: none

Probability models, univariate and bivariate distributions, independence, basic limit theorems. Statistical decision theory, sampling, estimation, testing hypotheses, parametric and nonparametric procedures for one-sample and two-sample problems, regression analysis of variance. More mathematical treatment than 5121-5122.

Class time: 80% lecture, 20% discussion

Workload: 3 exams, homework

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 5132 THEORY OF STATISTICS

(Last taught: W93) prereq 5131, 4 cr

Instructor: GEISSER S

General Ed Req: none

Random sampling and the reduction of data, likelihood, sufficiency, expected information, estimation, efficiency, consistency, maximum likelihood, Bayes estimate. Tests of Hypotheses, Neyman-Pearson Lemma, power, decision rules, uniformly most powerful tests, normal population.

Class time: 100% lecture

Workload: 6 pages of reading per week, 3 exams, homework problems

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

STAT 5133 THEORY OF STATISTICS

(Last taught: S93) prereq 5132, 4 cr

Instructor: GEISSER S

General Ed Req: none

Analysis of categorical data, contingency tables, independence and homogeneity, loglinear models, multivariate distributions, correlation and prediction, transformations, multivariate normal distributions, nonparametric tests, distribution of order statistics, rank tests, asymptotic efficiency, two sample tests, goodness of fit, linear models, multiple regression, analysis of variance.

Class time: 100% lecture

Workload: 20 pages of reading per week, 3 exams, homework problems

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problems

STAT 5161 APPLIED STATISTICAL METHODS

(Last taught: W94) §5201, 5301, 5302, 5421; prereq §5131, stat grad stu or #, 4 cr

Instructor: WEISBERG S

General Ed Req: none

Course open only to statistics graduate students, as a required part of the M.S. curriculum. Covers linear regression analysis and graphical methods.

Class time: 90% lecture, 10% discussion

Workload: weekly problem sets

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

Exam format: take-home problems

STAT 5162 APPLIED STATISTICAL METHODS

(Last taught: S93) prereq 5161, stat grad stu or #, 4 cr

Instructor: CHALONER K

General Ed Req: none

This course covers categorical data analysis. Topics include generalized linear models, log linear models, logistic regression, other binary regression and multinomial response models. Advanced topics are covered towards the end of the quarter as time permits. The course is designed for graduate students in statistics and registration is restricted. Non-statistics students may take the course STAT 5421 which covers essentially the same material.

Class time: 80% lecture, 20% discussion

Workload: 20 pages of reading per week, 3 exams, weekly problem sets and special projects

Grade: 20% mid-quarter exam(s), 40% final exam, 40% regular weekly problems and special projects

Exam format: problems

STAT 5163 APPLIED STATISTICAL METHODS

(Last taught: S93) prereq 5162, stat grad stu or #, 4 cr

Instructor: OEHLERT G

General Ed Req: none

Course open only to statistics graduate students, as a required part of M.S. curriculum. Covers design and analysis of experiments; some linear models.

Class time: 90% lecture, 10% laboratory

Workload: weekly problem sets

Grade: 60% mid-quarter exam(s), 30% final exam, 10% problem solving

Exam format: take-home problems, final is in class

STAT 5201 SAMPLING METHODOLOGY IN FINITE POPULATIONS

(Last taught: S93) prereq 5021 or 5121 or 3091 or #, 4 cr

Instructor: MARTIN F

General Ed Req: none

Descriptions of various plans for the collection of data by drawing a sample of the members of the population being studied (e.g. the set of all persons who buy a license to fish in Minnesota). The sampling plan used then determines the form of the most efficient estimators of population parameters. Numerous sampling plans are discussed and the conditions under which one plan is preferable to another will be described. Students should have a fundamental understanding of the expectations of random variables and their variances and covariances. A classic text by W.G. Cochran: "Sampling Techniques" 3rd edition will be used. Knowledge of calculus is not required, but a first quarter

in statistical or probability theory is highly recommended. Course will cover about 1 chapter per week.

Class time: 100% lecture

Workload: 25 pages of reading per week, 2 exams, weekly problem assignments

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving, redemption policy for good scores on final

Exam format: essay, some computation, problem solving

STAT 5301 DESIGNING EXPERIMENTS

(Last taught: W94) §5163; prereq 3012 or 5021 or 5133 or #, 5 cr

Instructor: GRUNDB

General Ed Req: none

Topics include basic analysis of ANOVA designs, multiple comparisons, contrasts, fixed and random effects, variance stabilizing transformations, fitting response curves, randomized blocks, latin square designs, factorial structures, two-level fractional factorial designs, confounding, nested designs, split-plots. The textbook will be "Design and Analysis of Experiments" by D.C. Montgomery, 3rd edition, Wiley. The computer program "MacAnova" will be used in examples and homework. There will be 9 graded homework sets. This course moves quickly, and it is strongly recommended to keep up from the very beginning.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 3 exams, weekly problem sets

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving, essay

STAT 5301 DESIGNING EXPERIMENTS

(Last taught: W93) §5163; prereq 3012 or 5021 or 5133 or #, 5 cr

Instructor: OEHLERT G

General Ed Req: none

This course covers basic experimental design and analysis. Topics include completely randomized designs, ANOVA, contrasts, multiple comparisons, factorial structure, blocking, covariance, random effects, mixed effects, split plots, and response surfaces. The 3 class periods are lecture. The computer lab session involves problem solving, examples, question and answers, practice quizzes, etc. There will be 6-8 graded homework sets, 2 in class exams and a final exam. This course moves very quickly, and the material is cumulative. It is imperative that students keep up from the beginning.

Class time: 5% discussion

Workload: 2 exams, approximately weekly homework

Grade: 50% mid-quarter exam(s), 40% final exam, 10% problem solving

Exam format: problem solving

STAT 5302 APPLIED REGRESSION ANALYSIS

(Last taught: F93) §5161; prereq 3012 or 5021 or 5133 or #, 5 cr

Instructor: COOK R

General Ed Req: none

This course is on applied regression methods for prediction and estimation. Graphical analysis methods are emphasized. Text: Weisberg, S. 'Applied Linear Regression,' 2nd ed. Wiley. Computing is required, but no computing background is necessary.

Class time: 75% lecture, 25% laboratory

Workload: 2 exams, 8 written assignments most involving some computing

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

Exam format: mixture of multiple choice, fill-in-the-blank and essay

STAT 5302 APPLIED REGRESSION ANALYSIS

(Last taught: W93) §5161; prereq 3012 or 5021 or 5133 or #, 5 cr

Instructor: HE K

General Ed Req: none

Topics: simple, multiple, polynomial regression; estimation; testing; prediction; stepwise and other numerical methods; residual analysis; weighted least square; nonlinear models; response surface; experimental design. Text: Applied Regression Analysis, 2nd ed. by Weisberg

Class time: 80% lecture, 20% laboratory

Workload: 3 exams, about 8 homework problem solving

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 5421 ANALYSIS OF CATEGORICAL DATA

(Last taught: W94) §5162; prereq 3012 or 5021 or 5133 or #, 4 cr

Instructor: GEYER C

General Ed Req: none

This is a masters-level course in the analysis of categorical data and contingency tables. A student entering the course should have a good understanding of statistical hypothesis testing and confidence intervals. Facility with calculus is not necessary. The textbook will be "Analysis of Cross-Classified Data", 2nd ed., by Fienberg. The course covers analysis of categorical (discrete) multivariate data: tests of independence in contingency tables, multidimensional contingency tables, log-linear models, and higher-order interactions, maximum likelihood estimation, and tests for goodness of fit.

Workload: 25 pages of reading per week, 2 exams

Exam format: problem solving, take-home computer assignments

STAT 5421 ANALYSIS OF CATEGORICAL DATA

(Last taught: W93) §5162; prereq 3012 or 5021 or 5133 or #, 4 cr

Instructor: LARNTZ K

General Ed Req: none

Varieties of categorical data, cross-classifications and contingency tables, tests for independence. Multidimensional tables and log-linear models, maximum-likelihood estimation, and tests of goodness of fit. Analysis of Markov chain data. Smoothing counts. Course outline: In general we will follow the text by Fienberg. Additional material developed since the publication of his book will also be covered. In particular, we will spend more time on logistic regression as it has become a standard tool of data analysis. Text: "Analysis of Cross-Classified Categorical Data" by S.E. Fienberg, 2nd edition, 1980.

Workload: weekly assignments, final project

Grade: 40% special projects, 60% 20% regular assignments, 40% exam assignments

Exam format: no formal exam, one problem on each assignment is designated as an exam problem and handed in separately.

STAT 5601 NONPARAMETRIC METHODS

(Last taught: W93) prereq 5021 or 5122 or 5132 or #, 4 cr

Instructor: GEYER C

General Ed Req: none

Stat 5601, Nonparametric Methods, is a masters-level course in applied nonparametric statistical methods. The prerequisite is Stat 5021 (or 5122 or 5132). A student entering the course should have a good understanding of statistical hypothesis testing and confidence intervals. Theoretical results will be stated, but not proved. Facility with calculus is not necessary. The textbook will be "Nonparametric Statistical Methods" by Hollander and Wolfe, an authoritative work on the subject. Some areas not covered by Hollander and Wolfe will be covered with handouts. Nonparametric statistics deals with statistical methods that make no assumptions or only very weak assump-

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B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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tions about the true probability distribution generating the data. It avoids the assumption of normally distributed data that underlies familiar procedures such as t-tests, linear regression, and analysis of variance. It replaces these procedures with alternatives based on ranks and order statistics that are valid for any data. These procedures will be the main topic of the course. Permutation and randomization tests and the bootstrap will also be covered.

Class time: 80% lecture, 20% discussion

Workload: 3 pages of reading per week, 3 exams, 5-10 homework problems

Grade: 40% mid-quarter exam(s), 40% final exam, 20% problem solving

Exam format: problem solving

STAT 5911 TOPICS IN STATISTICS

(Last taught: F92) prereq 3091 or 5021, #, 3 cr

Instructor: HAWKINS D

General Ed Req: none

Course aimed at students who have completed a statistics course and are interested in quality control and improvement from statistical viewpoint. Material covered: evolutionary sequence of controls; typologies; assign variables; batch and continuous mftg systems; objects of quality control in each environment; process capability data; batch systems-monitoring of the quality of individual batches; dichotomy into variables methods and attributes methods; T and F tests for variables; design considerations, setting sample sizes; methods based on attributes; continuous systems; monitoring by variables; Shewhart charts for location and scale; economic construction of Shewhart charts; monitoring by attributes-continuous sampling plans; outgoing quality curves; Cusum and EWMA charts for location and scale; Cusum charts for control by attributes; offline quality control by variables; analysis of routine plant data; multiple regression; use of plant-scale designed experiments to carry out process capability studies; designs to study variation-Taguchi concepts; evolutionary operation of plants to track optimal settings. Text: Montgomery, D.C. (1991) 'Intro. to Statistical Quality Control, Ryan, T.P. (1989) 'Stat. Methods for Qual Improv.

Class time: 75% lecture, 25% laboratory

Workload: 2 exams, weekly lab and problems

Grade: 25% mid-quarter exam(s), 35% final exam, 40% lab work

Exam format: problem solving

SWEDISH

SWED 1102 BEGINNING SWEDISH

(Last taught: W93) prereq 1101, 5 cr

Instructor: EDBERG-CALDWELL G

General Ed Req: none

Objectives: to be able to communicate in Swedish, knowledge about Sweden, Swedish culture and everyday life and comparisons to your own culture. Class content: conversation both speaking and listening, reading and writing, grammar, pair and group activities, language lab, music, films, presentations, etc. Required materials: "Nyborjarsvenska" Goransson, Lindholm, Lund 1981. 5:e upplagan. Textbook - bla, Workbook -gul and Wordlist; "A Concise Swedish Grammar" rad. Viberg, Ballardini and Stjarnlof; pronunciation tapes (available at the Learning and Research Center, Rm. 15 in Walter Library); worktapes.

Class time: 10% lecture, 40% discussion, 50% groups, dialogues

Workload: 1 exam, daily assignments (some turned in), quizzes every other week, conversation with professor

Grade: daily attendance and class participation are expected; progress very important

Exam format: essay (creative writing), oral

SWED 1102 BEGINNING SWEDISH

(Last taught: W94) prereq 1101, 5 cr

Instructor: STAFF

General Ed Req: none

Objectives: to be able to communicate in Swedish, knowledge about Sweden, Swedish culture and everyday life and comparisons to your own culture. Class content: conversation both speaking and listening, reading and writing, grammar, pair and group activities, language lab, music, films, presentations, etc. Required materials: "Nyborjarsvenska" Goransson, Lindholm, Lund 1981. 5:e upplagan.

Textbook - bla, Workbook -gul and Wordlist; "A Concise Swedish Grammar" rad. Viberg, Ballardini and Stjarnlof; pronunciation tapes (available at the Learning and Research Center, Rm. 15 in Walter Library); worktapes.

SWED 1103 BEGINNING SWEDISH

(Last taught: S93) prereq 1102, 5 cr

Instructor: EDBERG-CALDWELL L

General Ed Req: none

Beginning Swedish focuses on the four aspects of communicative competence: listening, speaking, reading and writing. In a relaxed atmosphere, we work in pairs, groups and individually. In addition to gaining communicative skills, the student will gain a better understanding of Swedish culture and everyday life. We work in the language lab one day per week, listen to music, see films, etc. Since this is a very active class, we encourage regular attendance.

Workload: 2 hours per day

Exam format: oral, fill-in-the-blank, essay

SWED 1104 INTERMEDIATE SWEDISH

(Last taught: F93) prereq 1103 or equiv, 5 cr

Instructor: THANDER G

General Ed Req: none

This course stresses reading, writing, speaking, and listening in a communicative and meaningful context. There will be much emphasis on widening of vocabulary and idioms, and grammar will be taught in direct relation to the material read in class. Grammar points receiving more emphasis are word order and sentence structure.

Class time: 50% discussion, 50% reading, writing, grammar exercises

Workload: 10 pages of reading per week, 4 exams

Grade: 20% mid-quarter exam(s), 30% final exam, 30% quizzes, 10% class participation, 10% attendance

Exam format: mixed

SWED 3670 READINGS IN SWEDISH LITERARY TEXTS

(Last taught: S93) max 28 cr; prereq 1106 or equiv, 4 cr

Instructor: GRIMSTAD K

General Ed Req: none

Readings, papers and class discussions in Swedish. The readings will be discussed in class using different kinds of language-acquisition oriented strategies. A 3-page essay in Swedish will be due every other week. In addition, every student will be asked to read one extra book in Swedish on his or her own and hand in a final 3-page essay on this book at the end of the course.

Class time: 100% discussion

Workload: 25 pages of reading per week, 6 papers, 1 extra book read outside of class

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

Exam format: no exams

THEATRE ARTS

TH 1101 INTRODUCTION TO THE THEATRE

(Last taught: F93) no prereq, 4 cr

Instructor: NOLTE C

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Intro to Theatre seeks to enhance your appreciation of the various forms theatre takes in our society today: stage, film, television, radio. By the conclusion of the course, the student should feel more confidence in making value judgments on what he or she experiences as a viewer of theatre, film and TV drama. The focus of the course is on selected plays in a range of epochs and styles. An anthology of plays is designed to supplement the lecture material. There will be some emphasis on practical elements of theatre and film/TV, and some discussion of the different functions of theatre practitioners: actors, designers, directors, as well as playwrights. The course explores the theatre as a reflection of society throughout the ages, and emphasizes the influences of the various theatre artists as they mirror the times in which they lived.

Class time: 90% lecture, 10% discussion

Workload: 50 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-quarter exam(s), 25% final exam, 50% written reports/papers

Exam format: true/false, multiple choice

TH 1101 INTRODUCTION TO THE THEATRE

(Last taught: W94) no prereq, 4 cr

Instructor: NORWOOD J

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

This is a general course in theatre appreciation. The class meets in one of the theatres of Rarig Center; one component of the course is a study of different types of theatre architecture. Extensive video presentations (short clips) illustrate the major points covered in lectures. Course readings include plays in a variety of periods and styles. The focus of the course is on the living experience of theatre. Selected classes will focus on the work of the director, actor, designer, and playwright. Other classes will analyze plays ranging from classical Greek, Shakespeare, Moliere, Ibsen, Miller, O'Neill, and Williams. The course also explores multicultural theatre, with individual classes on the Eastern tradition (Japan, China, India), Afro-American theatre, and Chicano theatre. For the first time in winter 1994 one section of this class will meet MWF 9:05-9:55 in response to students' request for a shorter section for this class. Please address any questions about the course to Professor Norwood at 625-2878 or 625-6699.

Class time: 90% lecture, 5% laboratory, 5% big-screen video presentations

Workload: 3 exams, read approximately 1 play per week plus short articles

Grade: 50% mid-quarter exam(s), 25% final exam, 25% a play review project: attend a theatre production and write a three-page critique

Exam format: computer scored objective exams (primarily multiple choice)

TH 1301 BEGINNING ACTING FOR NON-THEATRE MAJORS

(Last taught: W94) prereq 1101 or ¶, 4 cr

Instructor: BENTLEY J

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

1. To introduce students to the craft of acting for the theatre. 2. To develop and enhance imagination and creativity. 3. To trigger awareness of the actor's tools (ie. voice, body, etc). 4. To develop communication skills as they pertain to theatre as well as general interactions. 5. To Broaden awareness of self and others.

Class time: 10% lecture, 10% closed-circuit TV, 20% discussion, 60% presentational class participation

Workload: 4 exams, 4 papers

Grade: 5% final exam, 27% written reports/papers, 3% quizzes, 15% in-class presentations, 20% class participation, 30% attendance

Exam format: presentational style i.e. performance

TH 1326 BEGINNING MOVEMENT FOR ACTORS

(Last taught: W94) prereq 1321, 4 cr

Instructor: AMADOR L

General Ed Req: none

Objectives: 1) to develop physical awareness and to increase the necessary flexibility for full body expression; 2) to cultivate the ability to recognize and release interfering tension; 3) to enhance the capacity to appreciate the aesthetics of movement. Attendance is mandatory. Students are expected to physically participate and explore movement in the studio. Need to dress appropriately. There are 3 written assignments and 2 performances. Content: theater games, awareness, body-mind centering (Alexander technique), alignment, breath, centering/grounding, centers of energy for a character; image work, physical movement qualities, archetypes, physical narrative interpretation; animal observations.

Class time: 5% discussion, 95% laboratory

Workload: 3 papers, 2 performances

Grade: 10% mid-quarter exam(s), 10% final exam, 30% written reports/papers, 10% class participation, 40% studio work

Exam format: 2 prepared performances in front of the class (mid-term/final)

TH 1405H HONORS COURSE: INTRODUCTION TO THE THEATRE

(Last taught: W93) prereq 1101, #, 2 cr

Instructor: CHERNE M B

General Ed Req: none

Course goals: to develop an understanding of the elements in a theatre performance by: -)attending and discussing several plays in Minneapolis-St. Paul; -)analyzing and evaluating each element separately; -)developing 2 creative projects in different elements of the theatre such as design, play writing, etc. Course will use video, slides, short lectures, guest speakers and discussion to explore theatre production. We will attend 5-6 productions (at \$6-12 each) and rehearsals. No textbook required, because of the cost of the theatre tickets.

Class time: 15% lecture, 60% discussion, 25% 15% attending performances & 10% presentation of creative projects

Workload: 4 pages of reading per week, 2 creative projects; 2 journal pages weekly

Grade: 30% special projects, 50% class participation, 20% journal writings

TH 1504 ELEMENTS OF TECHNICAL THEATRE

(Last taught: F93) prereq 1101 or ¶, 4 cr

Instructor: EGAN K

General Ed Req: none

The course objective is to provide a fundamental introduction to the arts and crafts of the theatre. The lectures will include Theatre Architecture, Scenery, Properties, Costuming, Lighting, Make-up, Sound, and Stage Management, and are given by the University Theatre Staff of each area. The laboratory - the participation of 8 members of one technical crew on one of the University Theatre's productions, is a directed, practical application of the lectures, and is supervised and graded.

Class time: 100% lecture

Workload: 20 pages of reading per week, 2 exams, laboratory of 40-60 hours

Grade: 20% mid-quarter exam(s), 20% final exam, 10% quizzes, 50% lab work

Exam format: multiple choice, matching, fill in the blank

TH 1504 ELEMENTS OF TECHNICAL THEATRE

(Last taught: S93) prereq 1101 or ¶, 4 cr

Instructor: TALLMAN M

General Ed Req: none

The course aims to provide students with an introduction to the arts and crafts of the theatre. Lectures cover theatre architecture, scenery, properties, costuming, lighting, make-up, sound and stage management. Only half of students' grades are based on the two exams (mid-term and final). The other 50% of students' grades is based on their laboratory time working in University Theatre Shops and running crews.

Class time: 50% lecture, 50% laboratory

Workload: 15 pages of reading per week, 2 exams, outside of class laboratory between 60 and 30 hours.

Grade: 20% mid-quarter exam(s), 20% final exam, 10% quizzes, 50% lab work

Exam format: test content is a combination of matching, T/F, multiple choice and fill in the blank.

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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TH 1805 AMERICAN ETHNIC LITERATURE IN PERFORMANCE

(Last taught: S93) no prereq, 4 cr

Instructor: MONTOYAMA K

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

You will share insights into a multicultural and multiethnic society through solo and group performance of ethnic literature. You will read, analyze, and perform poem, stories, or drama by African American, American Indian, Asian American, and/or Chicano writers. You will attend and write a review of "The Piano Lesson" by Penumbra Theatre Company. You are expected to rehearse outside of the class. Texts: "The Graywolf Annual Five: Multi-Cultural Literacy" Simonson and Walker, eds. Graywolf Press, 1988; "M. Butterfly" by Hwang, David Henry, Plume Book, 1988; "FOB, FOB and Other Plays" Plum Book, 1990 (on reserve); "The Color Purple" by Alice Walker, Pocket Books, 1982 (supplement).

Class time: 10% lecture, 30% discussion, 60% rehearsal and performances

Workload: 30 pages of reading per week, 1 paper, 4 performance projects (solo and group)

Grade: 15% written reports/papers, 25% class participation, 60% solo and group performance projects - preparation and performance (15% on each assignment)

Exam format: 4 performance projects and one review

TH 3171 HISTORY OF THE THEATRE: ANCIENT GREECE THROUGH RENAISSANCE

(Last taught: F92) prereq 1101, theatre arts maj, 4 cr

Instructor: NOLTE C

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

Theatre history and drama, Part 1. Classic Tragedy, Greek and Roman. Classic Comedy, Greek and Roman. The Medieval Mysteries, moralities, and interludes. The Renaissance - Golden Age of Theatre: Elizabethan and Jacobean drama; Spanish Golden Age: Calderon and Lope de Vega; Italian Renaissance: Commedia dell'Arte.

Class time: 60% lecture, 40% discussion

Workload: 150 pages of reading per week, 3 exams, 1 paper

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

Exam format: multiple choice and essay questions

TH 3172 HISTORY OF THE THEATRE: NEO-CLASSICISM THROUGH REALISM

(Last taught: W93) prereq 1101, theatre arts maj, 4 cr

Instructor: SONNEGA W

General Ed Req: (CLA: D) (CSOM: D) (IT: D) (CBS: D)

The history of the theatre is more than a list of "significant" artists and their works; it is a dynamic commentary on how religion, politics, race and gender, among a multitude of other concerns, have affected the way people perceived themselves and the world. In this respect, the study of theatre history—encountering psychology, law, medicine, architecture and political science—constitutes a truly interdisciplinary approach to investigating world cultures. To promote an understanding of how theatre produces, and is a product of, the culture in which it has appeared, this course will examine theatrical activities in the Neo-classical to Realism period from three complimentary perspectives: 1) theatre as socio-political history, 2) theatre as text and cultural commentary, and 3) theatre as performance—that is, the result of creative decisions made by playwrights, actors, directors and designers.

Class time: 60% lecture, 40% discussion

Workload: 200 pages of reading per week, 4 exams

Grade: 50% mid-quarter exam(s), 50% final exam

Exam format: 50% multiple choice, 50% essay

TH 3321 INTERMEDIATE ACTING

(Last taught: W94) prereq 1326, 3311, theatre arts maj or #, 4 cr

Instructor: FREEMAN D

General Ed Req: none

Intermediate acting focuses on the study of characterization. We follow the text, "Respect for Acting" by Uta Hagen and use many of her exercises. It is essential that students come into this intense course with all our prerequisites. Please see college bulletin and adhere to the order in which acting classes are to be taken. Students should be prepared for a challenging work load, with early memorization dates

for all scene and monologue units. In ten weeks each student performs two scenes and two monologues, writes a 10-15 page character analysis paper, reads and discusses the text, participates in daily acting exercises and takes a written final exam. The student must come to this course ready for a challenge.

Class time: 15% lecture, 10% discussion, 75% rehearsal; acting exercises; performance

Workload: 20 pages of reading per week, 1 exam, 1 paper, performances of 2 scenes and 2 monologues

Grade: 10% final exam, 10% written reports/papers, 5% special projects, 5% class participation, 60% performances

Exam format: performance. one written final is given in an essay and short answer form.

TH 3321 INTERMEDIATE ACTING

(Last taught: W93) prereq 1326, 3311, theatre arts maj or #, 4 cr

Instructor: HOUFEK

General Ed Req: none

This course is an intensive study of characterization for the actor. Class time will be spent in exercise, presentation, performance and discussion. Workload will consist of scenes and monologues; written analysis, reading of scripts, memorization, performance. Other text may be required. Students must have fulfilled prerequisites to enroll (Please see college bulletin for the order in which acting classes are to be taken).

Class time: 15% lecture, 10% discussion, 75% rehearsal, acting exercises, performance

TH 3322 INTERMEDIATE ACTING

(Last taught: W93) prereq 3321, 4 cr

Instructor: FREEMAN D

General Ed Req: none

This course is in sequence with 3321 and may not be taken by any student who is not taking 3321 in the autumn of 1992. If students wish to take the characterization sequence (3321 and 3322) they must take them in two consecutive terms, either fall/winter or winter/spring. This sequence is for the serious actor.

Class time: 10% lecture, 10% discussion, 80% scene and monologue work; exercises

Workload: 1 pages of reading per week, 2 exams, 1 paper, 3-5 performances

Grade: 10% final exam, 10% written reports/papers, 10% class participation, 70% performances

Exam format: 2 finals: 1 performance, 1 essay test on text and notes

TH 3322 INTERMEDIATE ACTING

(Last taught: W94) prereq 3321, 4 cr

Instructor: HOUFEK N

General Ed Req: none

This course is in sequence with 3321 and may not be taken by any student who is not taking 3321 in the fall of 1993. If students wish to take the characterization sequence (3321 and 3322) they must take them in two consecutive terms, either fall/winter or winter/spring. This sequence is for the serious actor. This course (3322) is a continuation of intensive study of characterization for the actor. Class time will be spent in exercises, presentation, performance and discussion. Workload will consist of scenes and monologues, written analysis, reading of scripts, memorization, and rehearsal. Other texts may be required.

Class time: 10% lecture, 15% discussion, 75% acting exercises, rehearsal, and performance

Workload: 2 papers, out of class rehearsal for in-class performance

Grade: 10% written reports/papers, 75% in-class presentations, 15% class participation

Exam format: scene or monologue performance in class

TH 3323 ADVANCED ACTING: PERIOD STYLES

(Last taught: S93) prereq 3321-3322, #, 3 cr

Instructor: FREEMAN D

General Ed Req: none

Team taught by professors specializing in acting and movement, this course covers various theatrical styles from Elizabethan to Restoration to Absurdism. One of our most advanced undergraduate acting courses, students meet five days per week: M/W/F: movement; T/Th: acting. Course is graded primarily by scene and monologue study. Entrance by audition. Check prerequisites.

Class time: 25% lecture, 75% exercises, scene/monologue study
Workload: scenes/monologue: 4 total performances
Exam format: performance of prepared scenes/monologues

TH 3513 TECHNICAL THEATRE PRODUCTION I

(Last taught: F93) prereq 1504, 5 cr
Instructor: GWINUP M
General Ed Req: none

This course is an extension of Elements of Technical Theatre course centering on the areas of scenery/properties design and production. It is a team taught class with the departmental scenic designer (C. Lance Brockman) teaching the design portion and the departmental technical director (Martin B. Gwinup) teaching the construction and planning portion. The course involves both lecture as well as demonstration and practical labs. The textbook is "Theatrical Design and Production" by Gillette.

Class time: 40% lecture, 40% laboratory, 20% demonstration/application
Workload: 20 pages of reading per week, 2 exams, 8 design/drafting/planning projects
Grade: 15% mid-quarter exam(s), 15% final exam, 40% special projects, 30% lab work
Exam format: true/false, matching, multiple choice, fill-in-the-blank

TH 3515 TECHNICAL THEATRE PRODUCTION II

(Last taught: S93) prereq 1504, 5 cr
Instructor: MONTGOMERY J
General Ed Req: none

Tech II builds upon the introductory material presented in TH 1504. It covers the design/technical areas of stage costumes and stage lighting in lecture/demonstration format with practical experience provided in the University Theatre lab. Coursework covers highlights of costume history, practicalities of fabric, draping to accessories, as well as fundamentals of design. The lighting portion of the class discusses fundamentals of lighting design, equipment, color, and electricity. Demonstrations of University Theatre productions expose the student to actual design work and allow students to question the designer's choices. Two projects are required: one in costuming and one in lighting based upon a play chosen by the student and approved by the instructors. Students also participate in the University Theatre lab as members of either costume or lighting crews.

Class time: 65% lecture, 25% laboratory, 20% demonstration
Workload: 20 pages of reading per week, 2 exams, 2 papers
Grade: 10% mid-quarter exam(s), 15% final exam, 50% special projects, 25% lab work
Exam format: true/false, multiple choice, fill-in-the-blank, matching, 1 essay

TH 3711 BEGINNING STAGE DIRECTION

(Last taught: F93) prereq 1504, 3701, jr or sr, 4 cr
Instructor: ADEY H
General Ed Req: none

Experience in TH 3513 recommended. Analysis, production planning, rehearsal techniques with plays of realism. Focus on 20th century plays for direction of scenes selected.

Class time: 25% lecture, 25% discussion, 25% laboratory, 25% presentations
Workload: 50 pages of reading per week, 2 exams, 2 papers
Grade: 15% mid-quarter exam(s), 15% final exam, 15% written reports/papers, 50% in-class presentations, 5% class participation
Exam format: true/false, multiple choice, short essay

TH 3801 PERFORMING FICTION

(Last taught: S93) prereq 1504 or 1805, 4 cr
Instructor: DAVIS E
General Ed Req: none

The objective of this course is to communicate to an audience one's unique understanding of prose fiction through performance. You will discover ways to communicate ideas using your total acting instrument—body, face, voice, intellect (judgment), and emotions.

Class time: 25% discussion, 50% laboratory, 25% live performance
Workload: 30 pages of reading per week, 3 exams
Grade: 25% in-class presentations, 25% lab work, 50% class participation
Exam format: improvisation of texts chosen by students, performance (group or solo) based on these improvisations, discussion

TH 3803 PLATFORM PERFORMANCE

(Last taught: W94) prereq Management maj, 4 cr
Instructor: GORANSON B
General Ed Req: none

Course content: During the next ten weeks, we will be using prose, poetry, and drama as vehicles to help you gain confidence in your ability to communicate ideas in an honest, creative, and compelling manner. Text: Judy E. Yordon, "Roles in Interpretation", 2nd ed., William C. Brown, 1989.

Class time: 15% lecture, 30% discussion, 20% laboratory, 35% performance
Workload: 1 exam, 1 paper, 5 performances
Grade: 10% final exam, 10% written reports/papers, 50% in-class presentations, 15% lab work, 15% class participation
Exam format: essay

TH 3803 PLATFORM PERFORMANCE

(Last taught: W93) prereq Management maj, 4 cr
Instructor: KAHL D
General Ed Req: none

The course is designed to provide management majors with exposure to literary interpretation through performance. Students are introduced to a wide range of prose, poetry and dramatic texts, with an emphasis on presentation to an audience. The class develops confidence in a performance situation, teaches techniques for textual analysis, and instills a broader appreciation for literature. Text: Judy E. Yordon, "Roles in Interpretation", 2nd ed. William C. Brown, 1989.

Class time: 20% lecture, 5% closed-circuit TV, 40% discussion, 35% laboratory
Workload: 1 exam, 2 papers, exam consists of final performance demonstrating skills developed throughout the quarter
Grade: 10% final exam, 20% written reports/papers, 10% special projects, 30% in-class presentations, 30% class participation
Exam format: formal text interpretation for the class

TH 3803 PLATFORM PERFORMANCE

(Last taught: S93) prereq Management maj, 4 cr
Instructor: MARKERT L
General Ed Req: none

Goals: to explore techniques of studying, analyzing, and performing literature; to interpret any literary selection with confidence, clarity, and creativity; to increase confidence as a public speaker or performer; to learn to accept and give constructive criticism; to learn to work creatively in a group. Text: Judy E. Yordon, "Roles in Interpretation" 2nd edition, William C. Brown, 1989.

Class time: 10% lecture, 15% discussion, 75% laboratory
Workload: 25 pages of reading per week, 2 papers, 4 performance projects not to exceed 2-3 minutes

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A = Group A, (Language, Logic, Mathematics, and the Study of Argument)
A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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Grade: 10% written reports/papers, 25% special projects, 15% in-class presentations, 25% lab work, 25% class participation

TH 5110 THEATRE PERFORMANCE

(Last taught: W94) max 9 cr; prereq written permission after casting and/or assignment to a production, 1 cr

Instructor: MONTGOMERY J

General Ed Req: none

Participation in rehearsal and performance of university theatre productions. Student must be cast or working on the production in order to receive credit.

Class time: 100% directed by the production

Workload: hours or rehearsal/performance as dictated by the production

Grade: 100% s/n performance of the role or execution of duties

TH 5115 ADVANCED PLAYWRITING I

(Last taught: W94) prereq #, 4 cr

Instructor: OLIVE J

General Ed Req: none

Taught by John Olive, an accomplished and widely produced professional playwright (Steppenwolf Theatre, Manhattan Theatre Club, Old Globe Theatre), television writer ("thirtysomething") and screenwriter (Hollywood Pictures), this course is a lively exploration of the storytelling potential of the stage. The course structure is quite simple: students bring short pieces of dramatic writing (or sometimes simple oral presentations of ideas) into class. These pieces are then discussed in intensive detail. The atmosphere is "critically supportive" and is designed so that students help each other get and develop ideas and sketches into real plays. In addition, each session begins with a short (15 minute) "lecture" by Mr. Olive, on craft-oriented topics ranging from "How To Get An Agent" to "How To Create Interesting Characters" to "Stylistic Trends in Contemporary American Theatre". Each student will create a fully realized project during the quarter, either a completed one act play or one act of a full length work. Previous playwriting experience is helpful but not essential. Some creative writing is a requirement, however, and students are required to submit short samples of their work in order to be admitted to the course. Space limit

Workload: 4 papers, extensive work on an ongoing project

TH 5130 SHAKESPEARE

(Last taught: W93) prereq 1101 or #, 4 cr

Instructor: NORWOOD J

General Ed Req: none

A seminar on Shakespeare from the perspective of live theatre and media. A close examination of the texts, short papers, oral reports, discussion, and video presentations of Shakespearean productions.

Class time: 10% lecture, 80% discussion, 10% oral reports from students

Workload: 100 pages of reading per week, 3 papers, 1 oral presentation

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

TH 5132 SHAKESPEARE: THE HISTORIES

(Last taught: W94) prereq 1101, 4 cr

Instructor: NORWOOD J

General Ed Req: none

This is a seminar in Shakespeare's history plays from the perspective of live theatre. Approximately one play per week will be studied. Whenever possible, video presentations will accompany the classes to provide a springboard for discussions of: 1) Shakespeare in performance; 2) the problems of staging Shakespeare for the theatre; 3) conceiving Shakespeare's plays for the media. The structure of the course is that of focused discussion of the plays.

Workload: 100 pages of reading per week, 2 papers, 1 oral report

TH 5510 DRAWING AND RENDERING FOR THEATRE DESIGNERS

(Last taught: F93) prereq 3513 or 3515 or grad student, #, 2 cr

Instructor: BROCKMAN C

General Ed Req: none

Drawing and rendering skills for presentation of scenic and costume designs. Drawings in the fall, color renderings in Spring. Through a number of in-class assignments, skills are developed and style issues are addressed. Betty Edward's "Drawing on the Right Side of the

Brain" serves as text for this class.

Class time: 1% lecture, 99% laboratory

Workload: development of research/resource morgue

Grade: 85% lab work, 15% development of research/resource morgue

Exam format: no exams

TH 5511 THEATRE DRAFTING AND GRAPHICS

(Last taught: F93) prereq 3513, 3515 or equiv or #, 4 cr

Instructor: BROCKMAN C

General Ed Req: none

Practical study of drafting and graphic for the theatre designer (scenery and lighting) and technical director. Interpretation of rendering, sketches and model for realization on the stage. Course is team taught with lectures by University scene designer, University lighting designer and University technical director.

Class time: 30% lecture, 70% laboratory

Workload: req'd drafting due periodically

Grade: 100% lab work

Exam format: all drafting plates are graded individually

TH 5515 DESIGN COMPOSITION AND COLLABORATION

(Last taught: F92) prereq 3513 or equiv, #, 4 cr

Instructor: BROCKMAN C

General Ed Req: none

In-depth study of classical composition of art and its application to stage design and directing. Emphasis on creative development of good design composition through tools of classical composition and the organic collaborative process. This course is team taught by a member of the design and directing area.

Class time: 25% lecture, 75% laboratory

Workload: 10 pages of reading per week, 1 paper, 1 oral report; 2 design projects

Grade: 20% written reports/papers, 40% special projects, 15% in-class presentations, 15% morgue books

TH 5520 SCENE DESIGN

(Last taught: F93) max 12 cr; prereq 3513, 5511, or #, 4 cr

Instructor: BROCKMAN C

General Ed Req: none

The scene design course is established to provide students with information and projects that stimulate solutions to the creative problems of designing for the three-dimensional space. Emphasis is on presenting and communicating design ideas and free students from traditional scenic approaches.

Class time: 10% lecture, 90% laboratory

Workload: 2 complete design projects

Grade: 100% special projects

TH 5530 COSTUME DESIGN

(Last taught: W94) max 12 cr; prereq 3515 or #, 4 cr

Instructor: EGAN K

General Ed Req: none

Objective: To give a working knowledge of the costume design field and to define a process by which to design costumes, so the student can continue to grow on his own. Topics: the Functions of Costumes, Psychology of Dress, the Role of the Designer, Playscript Analysis, Research Methods, Costume Design Elements; Fabric: Color and Texture, Cut: Line and Mass, Design Presentation, Design Production. Text: "The Costume Designer's Handbook" Rosemary Ingham and Liz Covey, 1992.

Class time: 33% lecture, 33% discussion, 33% laboratory

Workload: 60 pages of reading per week, 2 design projects

Grade: 25% mid-quarter exam(s), 30% final exam, 25% lab work, 10% class participation, 10% research morgue

TH 5532 ADVANCED MAKEUP FOR THE STAGE

(Last taught: F93) prereq 1502 or equiv or grad stu, 2 cr

Instructor: EGAN K

General Ed Req: none

Prereq TH1502; Make up for the Actor, and a clean shaven face. Building on the stage make-up skills learned in 1502, the class will work on advanced painting and sculpting techniques including casting the face and building prosthetics and moustache and wig ventilation. The class will be graded on the execution of 8-10 make-up assignments. The class is structured for individualized instruction in a

laboratory situation. Some guest artists will be used.
Class time: 75% laboratory, 25% lecture/demonstration
Workload: 10 pages of reading per week, development of research morgue
Grade: 30% special projects, 60% lab work, 10% class participation
Exam format: execution of assignments

TH 5540 LIGHTING DESIGN

(Last taught: S93) max 12 cr; prereq 3515, 3701, 5511 or #, 4 cr
 Instructor: MONTGOMERY J
 General Ed Req: none
 This course explores both the aesthetic and practical nature of lighting design for the theatre. After a brief review of the materials presented in TH 3515, discussion encompasses the development of a lighting design from the initial concept through the plot and paperwork associated with it. Beginning with the proscenium form, design for other theatre forms is discussed and students are encouraged to work toward specific design goals in other entertainment areas after mastering the rudiments in theatre. The various design and research projects are shared with the class. The University Theatre is also used as a laboratory to demonstrate and discuss actual designs in production.
Class time: 50% lecture, 25% discussion, 10% laboratory, 15% presentation
Workload: 4 design/research projects
Grade: 17% final exam, 45% special projects, 30% problem solving, 8% notebook
Exam format: short essay, true/false, multiple choice, problem solving

TH 5561 STAGE CRAFT

(Last taught: W94) prereq 3513, 5511 or #, 4 cr
 Instructor: GWINUP M
 General Ed Req: none
 This class is structured to take the student through the process of technical management as pertains to theatrical production. Topics discussed includes materials science, construction procedures, structural analysis, personnel and stage management, drafting techniques, stage rigging and mechanics, tools, and problem solving. Projects include planning out specific production projects including planning, drafting, budgeting and analysis. Certain technology/craft skills are discussed, demonstrated, and taught (i.e. welding). Undergraduates are more than welcome in the class, however, the class is taught on the entry graduate level.
Class time: 40% lecture, 40% discussion, 20% demonstration/lab
Workload: 30 pages of reading per week, 2 exams, 4 papers, possible pop quizzes
Grade: 20% mid-quarter exam(s), 30% final exam, 5% written reports/papers, 10% special projects, 5% in-class presentations, 5% lab work, 25% problem solving, attendance and class participation are a must for success in t
Exam format: true/false, multiple choice, short answer

TH 5564 LIGHTING AND SOUND CRAFTS AND TECHNIQUES

(Last taught: W94) prereq 3515 or equiv, 4 cr
 Instructor: GWINUP M
 General Ed Req: none
 This is a team taught course. The first week covers topics pertaining to both areas (lighting and sound for theatre). Then the remainder of the quarter is split in half with one half pertaining to lighting technology including projections, control systems, effects, and equipment. The other half of the quarter is devoted to the area of sound technology including topics such as the physicalities of sound, audio

equipment, analog techniques, digital techniques, use of computers in sound, systems design and reinforcement. Projects are developed in both areas which reflect discussions in class. It is possible to take only the lighting or the sound portion of the class for less credits. See the instructor.

Class time: 30% lecture, 30% discussion, 15% laboratory, 25% demonstrations, field trips
Workload: 40 pages of reading per week, 2 exams, 5 papers, pop quizzes possible
Grade: 20% mid-quarter exam(s), 30% final exam, 10% written reports/papers, 40% special projects, attendance and class participation area a must for this course

TH 5712 ADVANCED STAGE DIRECTION

(Last taught: F93) prereq 3711 or 5711, 4 cr
 Instructor: ADEY H
 General Ed Req: none
 Theory of rehearsal and production problems and direction of two one-act plays. Study of dramatic writing forms - farce, melo-drama, comedy of manners, verse, epic, absurd, as variants from realism and the method of acting through Stanislavsky theory. Plays are selected for contrast/challenge.
Class time: 25% lecture, 25% discussion, 50% presentations/discussion
Workload: 2 papers, rehearsal time approximately 30-40 hours
Grade: 25% written reports/papers, 10% special projects, 50% in-class presentations, 15% class participation
Exam format: essay - oral on 2 projects

TH 5716 STAGE MANAGEMENT FOR THE THEATRE

(Last taught: F93) prereq 3701 or ¶ or grad stu, 4 cr
 Instructor: MONTGOMERY J
 General Ed Req: none
 Practical and theoretical aspects of stage management. Course can be taken either as a "theory" course or a "hands-on" laboratory. Most students have found the latter more beneficial. Course is taught only fall quarters - always MW 3:35-5:30. If student elects the "hands-on" laboratory, he/she seeks a stage management position with a university theatre production and works with director, actors, and designers to produce the play. Course itself includes lectures, text recommended, and discussion sessions on practical experience. Course requirements vary according to A) theory or B) practical.
Class time: 75% lecture, 25% discussion, laboratory is above the in-class time
Workload: (A) promptbook log (B) attendance at rehearsals, meetings, and performances
Grade: A) final 33%, paper/projects 67%; B) 25% each for papers/projects, 50% performance in lab.
Exam format: multiple choice, essay

TH 5718 THEATRE MANAGEMENT AND PROMOTION

(Last taught: F92) prereq 1504, 4 cr
 Instructor: NEELY M
 General Ed Req: none
 Theatre Management Promotion covers budgeting and promotional issues related to the not-for-profit theatre. Students are introduced to problems related to these issues and strategies for addressing and managing them. The class provides an introduction to theatre management and promotion which can be applied in practice or serve as the beginning to more intensive study. The course relies upon lecture and one principle text (Langley's 'Theatre Management in America') as a reference but includes relevant publications current to the field (such as London: The Artistic Home, Melillo: Market the Arts,

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- A* = Group A, Formal Language sub-category
- B = Group B, (The Physical and Biological Universe)
- B* = Group B, Lab Component
- B = Group B, Foundation Course
- B* = Group B, Foundation Course and Lab Component
- C = Group C (The Individual and Society)

- C-1 = Group C, Individual and Institutional Behavior sub-category
- C-2 = Group C, The Historical Perspective sub-category
- C-3 = Group C, Social and Philosophical Analysis sub-category
- D = Group D, (Literary and Artistic Expression)
- WS = World Studies
- CP = U.S. Cultural Pluralism
- GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.

American Theatre selections plus others).

Class time: 75% lecture, 25% discussion

Workload: 50 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-quarter exam(s), 20% final exam, 50% written reports/papers, 10% problem solving

Exam format: The examinations include both objective (multiple choice and true/false) and subjective (short answer and essay) questions.

TH 5720 PLAYS IN PRODUCTION AND PERFORMANCE

(Last taught: W94) max 6 cr for undergrads; prereq 5712, #, written permission, 2-4 cr

Instructor: STAFF

General Ed Req: none

Work on campus or with a community, high school, touring, or professional theatre group for experience in stage direction.

Class time: varies

Workload: 2 papers, reading varies; final summation/possible journal/diary; research, meetings, rehearsals, visuals

Exam format: varies-committee final oral, oral and presentation with advisor

TH 5760 ADVANCED STAGE MANAGEMENT

(Last taught: W94) max 6 cr for undergrads; prereq 5716 or ¶, #, written permission, 1-3 cr

Instructor: MONTGOMERY J

General Ed Req: none

This course deals with providing practical experience in stage management for specific productions of the university theatre. Students must have completed TH 5716 prior to enrolling in this class. Practical involvement in the laboratory of the university theatre can total 100+ hours.

Class time: 100% laboratory

Workload: attendance at rehearsals, meetings, performance

Grade: 25% written reports/papers, 25% special projects, 50% performance in the lab of the theatre

TH 5823 INTERPRETING SHAKESPEARE

(Last taught: W93) prereq sr or grad stu or #, 4 cr

Instructor: NASH E

General Ed Req: none

Students will learn to perform Shakespearean monologues and scenes in styles ranging from Elizabethan to contemporary. And they will be introduced to the noted actors and actresses who have thrilled audiences with their performances of Shakespeare's works over the past two years.

Class time: 10% lecture, 15% discussion, 75% oral performances

Workload: 1 exam, 1 paper, daily oral performances

Grade: 25% final exam, 75% in-class presentations

Exam format: a final oral performance and written analysis

URBAN STUDIES

URBS 3301 AMERICAN CITIES: SETTINGS FOR CULTURAL PLURALISM

(Last taught: W94) no prereq, 4 cr

Instructor: AUSTIN J

General Ed Req: (CLA: CP) (CBS: CP)

This course examines the patterns of conflict and cooperation among different cultural groups in 20th century urban U.S. We will look at how difference has been understood in American culture, how social identities have been transformed in urban settings, and how the economic, political, and social practices of urban capitalist democracy have structured the interactions between culturally different groups. The course is divided into three sections, with each section introduced by one or two lectures on history, ideologies, and basic concepts, followed by several case studies. Two longer papers based on lecture material and four required books, plus a short exam. No outside research required. Contract grading.

Workload: 100 pages of reading per week, 1 exam, 4 papers

Exam format: short essay

WOMEN'S STUDIES

WOST 3100 TOPICS IN WOMEN'S STUDIES

(Last taught: W93) max 12 cr, 4 cr

Instructor: LAY M

General Ed Req: none

This course explores and discusses how cultural gender role as well as biological sex influence communication within scientific and technological communities. Values and goals of past and present scientific and technological communities are discussed to see how the voices of men and women have been included, neglected, or articulated. The communication strategies of the professional writer as well as of the scientist or technologist are studied. Issues discussed include: 1) Are topics found worthy of scientific and technical research articulated by communication strategies available to both women and men. 2) Do technological and scientific research methodologies include the cognitive processes of both men and women. 3) Have cultural messages discouraged women from scientific and technological education. 4) What characteristics of traditional masculinity or femininity match those features assigned by society to science and technology. What do scholars mean by a gender-free science and technology. 5) How are the communication strategies and patterns of professional technical or scientific writers affected by the sex and gender of their audiences, their clients, their colleagues, or themselves.

Class time: 100% discussion

Workload: 120 pages of reading per week, 2 papers, one oral presentation, one journal

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

WOST 3102 FEMINIST THOUGHT AND THEORY

(Last taught: W94) no prereq, 4 cr

Instructor: PETRIE M

General Ed Req: (CLA: C-3) (CSOM: C) (IT: C) (CBS: C)

"What is feminism, anyway?" "I'm not a feminist, but I believe men and women should be treated equally." "Join us! Feminist For Life. Abortion harms and exploits women." "A real feminist wouldn't do that!" Just what is feminism, anyway? We use this word to cover many aspects of our lives and our studies. We talk about acting and thinking like feminists. We flip through course bulletins, looking for classes with a feminist perspective. We theorize our lives and studies from a feminist perspective. The personal is political. What does it mean to live like a feminist—to "practice" feminism? In this course, we'll explore these questions and examine different theoretical standpoints within feminism. In addition, we'll frame our exploration of feminist theory with a discussion of how academic disciplines are structured and how political theories are deployed. While we need categories in order to communicate, the categories we create aren't always tidy. We'll examine the diversity within feminism and discuss ways in which this diversity can serve and/or slow our goals. We'll make connections between the various standpoints within feminism and the stances we take, actions we make, in our daily lives and in contemporary political struggle

Class time: 75% lecture, 25% discussion

Workload: 80 pages of reading per week, 1 exam, 2 papers, 1 short essay assignment based on readings

Grade: 25% final exam, 50% written reports/papers, 25%

Exam format: short answer and essay

WOST 3103 FEMINIST APPROACHES TO HISTORY

(Last taught: W94) no prereq, 4 cr

Instructor: SCHISSLER H

General Ed Req: (CLA: C-2) (CSOM: C) (IT: C) (CBS: C)

In this course we want to get an overview on German History since 1945 and on contemporary issues. The course will focus on the immediate postwar situation in Germany, the founding of two German states, issues like the economic miracle of the fifties, social movements since the seventies (student and women's movement, peace and ecology movement). Particular emphasis will be put on the development in the united Germany since unification. Required Reading: Volker Berghahn, "Modern Germany"; Michael Huelshoff, et al. "From Bundesrepublik to Germany"; Peter Schneider, "The German Comedy"; Peter Huttenberger et al., "Geschichtsbuch", vol 4.

Class time: 50% lecture, 30% discussion, 20% student presentation

Workload: 60 pages of reading per week, 2 exams, weekly summaries

of readings

Grade: 25% mid-quarter exam(s), 25% final exam, 25% class participation, 25% summaries of weekly readings; presentation for extra credit

Exam format: essay

WOST 3104 FEMINIST EXPOSITORY WRITING

(Last taught: F92) §Comp 3051; prereq fulfillment of writing prac requirement, jr, WoSt maj or min or Δ, 4 cr

Instructor: LEKAS M

General Ed Req: none

Any course offered on feminist expository writing immediately begs several crucial questions, first of which asks why such a class is necessary at all. After all, feminist concerns should prove central to every course's agenda and every writing proposition. Before we can begin to answer that question, however, we are led to the next problem: defining what we mean by feminist concerns, and even "feminism." And, most vital to this course, determining what feminism has to do with writing. While it's plain that we cannot (and do not want to) "solve" these problems, they open up in important ways onto the fields of writing and critical theory. So, throughout this course, we will act as theorists: exploring and speculating on the problems mentioned above. Composition 3051/WoSt 3104's intention, then, is to allow each writer to hone her or his writing skills by responding to writing (in this case, literature and editorials) in terms of issues that s/he identifies as "feminist." This work should produce individual (and/or collaborative) projects developed through the ten weeks that will provoke, teach, interest, and I hope, even entertain.

Class time: 40% lecture, 40% discussion, 10% presentations, 10% peer critiques, 10% video

Workload: 50 pages of reading per week, 3 papers, 1 presentation

Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

WOST 3200 TOPICS IN WOMEN'S STUDIES:

PSYCHOLOGY OF WOMEN

(Last taught: W93) max 12 cr, 4 cr

Instructor: KANE M

General Ed Req: none

The primary purpose of this course is to provide students with an opportunity to critically examine, understand and appreciate women's involvement in and contributions to the areas of sport and leisure. The student will be expected to analyze, synthesize and evaluate a wide range of historical, cultural, philosophical and socio-psychological issues that have shaped the nature and scope of women's participation in sport and physical activity. Particular emphasis will be given to the social construction of the female athlete and her body in ways that emphasize her "otherness" to the male athlete. Issues that address ethnicity, social class and sexual orientation within the female sport experience will also be highlighted.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 2 exams, 1 paper

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

Exam format: combination of multiple choice, short answer, essay

WOST 3202 BIOLOGY OF WOMEN

(Last taught: S93) prereq Biol 1009 or PhsI 1001 or #, 4 cr

Instructor: HEUSCHELE A

General Ed Req: (CLA: B)

This course will provide a biological background and encourage students to practice critical reading and thinking skills to evaluate information about women's biology. Classroom discussion will probe issues of women's health and medical care and identify attitudes that

can make us better informed as health care consumers. Early in the term lectures will concentrate on basic biological concepts (cell biology, genetics, anatomy, endocrine physiology and development) in the context of topics related to women. Basic biology will be covered quickly, as the prerequisite of a general biology course should be taken seriously. Special attention will be given to the biology of sex differences and life cycle events unique to women: menstruation, pregnancy, lactation and menopause. The biology and medical treatment of cancer, sexually transmitted diseases, menstrual problems, infertility, contraception and childbirth will be studied to better prepare us to take responsibility for our own life style choices and health care decisions.

Class time: 80% lecture, 20% discussion

Workload: 50 pages of reading per week, 1 paper, 3 homework preparation for classroom projects

Grade: 30% mid-quarter exam(s), 35% final exam, 35% written paper, quizzes and class participation

Exam format: multiple choice; quizzes are fill-in and short answer

WOST 3306 U.S. MINORITY WOMEN WRITERS

(Last taught: F93) prereq 8 cr WoSt or 4 cr WoSt and 4 cr lit or Amer, Black, Chicano or Native Amer studies, 4 cr

Instructor: MARQUIT D

General Ed Req: (CLA: D CP) (CSOM: D) (IT: D) (CBS: D CP)

Readings in the course will be fiction, autobiography and other creative prose, poetry, drama, and criticism by women of color in the U.S. Writing by African-American and Latina women will receive most extended attention, but Native American and Asian-American women writers will also be read. We will try to put these writers in historical perspective, looking at the traditions of the literature of each group and how these writers draw on and react to these traditions as well as to the dominant or mainstream tradition in the U.S. The works read will be primarily contemporary. We will attempt to identify shared issues in these different literatures, as well as themes particular to each. Students will have the opportunity for intensive study of an individual author in a small group. Discussion in the class as a whole and in small groups will deepen our understanding and response and allow us to share insights; some background and suggestions will be provided in lectures.

Class time: 15% lecture, 85% discussion

Workload: 200 pages of reading per week, 2 exams, 4 papers, 1 small-group presentation in class

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

Exam format: essay

WOST 3330 NATIVE WOMEN WRITERS

(Last taught: W93) no prereq, 4 cr

Instructor: HOY H

General Ed Req: none

An examination of twentieth-century Native women writers from Canada, the United States, and New Zealand, focusing on fiction. Writers will be chosen from such authors as Linda Hogan, Beth Brant, Ruby Slipperjack, Patricia Grace, Louise Erdrich, and Maria Campbell.

Class time: 100% discussion

Workload: 150 pages of reading per week, 1 paper, 2 submissions of reading journal

Grade: 40% written reports/papers, 60% reading journal

WOST 3901H SENIOR SEMINAR

(Last taught: W94) prereq jr or sr WoSt maj, Δ, 4 cr

Instructor: KAMINSKY A

General Ed Req: none

This course on contemporary feminist theory — how to read it, how

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A* = Group A, Formal Language sub-category
B = Group B, (The Physical and Biological Universe)
B* = Group B, Lab Component
B = Group B, Foundation Course
B* = Group B, Foundation Course and Lab Component
C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category
C-2 = Group C, The Historical Perspective sub-category
C-3 = Group C, Social and Philosophical Analysis sub-category
D = Group D, (Literary and Artistic Expression)
WS = World Studies
CP = U.S. Cultural Pluralism
GE = Additional General Education Course (CBS students only)

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to make it, and what it's good for — is restricted to Women's Studies majors who have already completed the introductory sequence and several upper division courses. It will be run as a seminar, with a team of (usually) 2 students leading each seminar meeting. Students will write two formal papers on assigned topics and three short (1-2 pp) papers tracing the themes and arguments of the reading assignments. The text we are using is "Women's Studies: Essential Readings", edited by Stevi Jackson, New York Univ Press, 1993.

Class time: 10% lecture, 80% discussion, 10% student presentation
Workload: 40 pages of reading per week, 2 papers, 3 short papers (1-2 pp)

WOST 5103 FEMINIST PEDAGOGY

(Last taught: W94) prereq 8 cr in women's studies or #, 4 cr

Instructor: ALBRECHT L

General Ed Req: none

We will examine feminist pedagogies by studying feminist, multicultural and radical theories of education. The course will look at both macro and micro issues: curriculum design/transformation and instructional/classroom practices. Our seminar will also serve as a practicum for the application of many kinds of radical pedagogies.

Class time: 5% lecture, 75% discussion, 20% students practice teaching and head class

Workload: 150 pages of reading per week, 2 papers, 1 collaborative project leading class.

Grade: 60% written reports/papers, 20% class participation, 20% problem solving, collaborative projects

WOST 5200 TOPICS IN WOMEN'S STUDIES: WOMEN ELDERERS

(Last taught: W93) max 12 cr, 4 cr

Instructor: KANE M

General Ed Req: none

The primary purpose of this course is to provide students with an opportunity to critically examine, understand and appreciate women's involvement in and contributions to the areas of sport and leisure. The student will be expected to analyze, synthesize and evaluate a wide range of historical, cultural, philosophical and socio-psychological issues that have shaped the nature and scope of women's participation in sport and physical activity. Particular emphasis will be given to the social construction of the female athlete and her body in ways that emphasize her "otherness" to the male athlete. Issues that address ethnicity, social class and sexual orientation within the female sport experience will also be highlighted.

Class time: 60% lecture, 40% discussion

Workload: 40 pages of reading per week, 2 exams, 1 paper

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

Exam format: combination of multiple choice, short answer, essay

WOST 5201 THE OLDER WOMAN: A FEMINIST PERSPECTIVE

(Last taught: W94) prereq Soc 3937, 12 cr in women's studies or substantial work in soc sci or psy or #, 4 cr

Instructor: FAUNCE P

General Ed Req: none

Feminist and multicultural explorations of the myths and realities surrounding female elders in areas including conceptualizations of older women; public and private settings and interactions; personal, social, sexual, professional and community lives; psychological and physical treatments, etc. Readings include social-psychological, cultural, and historical material as well as biography, memoir, fiction and poetry.

Class time: discussion, individual and group projects

Workload: Readings, individual and group projects and written assignments

Grade: based on attendance, individual and group projects, and written assignments

WOST 5202 FEMINIST THERAPIES

(Last taught: W93) no prereq, 4 cr

Instructor: FAUNCE P

General Ed Req: none

Feminist and multicultural perspectives re. therapy and other helping forms for women includes philosophy of feminist therapy; feminist ethics in therapy; gender, sexual identity, race and class in therapy,

and related topics. Primarily discussion format, with some group projects and occasional guest speakers (This is not a how-to-do-it course, nor is it therapy!).

Class time: 90% discussion, 10% groups, guest speakers, etc.

Workload: 100 pages of reading per week, 1 paper, journal

Grade: begin with an "A" and then must follow guidelines and complete "assignments" to maintain A

WOST 5203 WOMEN, FEMINISM, AND POWER

(Last taught: F93) prereq 12 cr in WoSt courses or #, 4 cr

Instructor: FAUNCE P

General Ed Req: none

We will explore feminist and multicultural perspectives of power; myths, stereotypes, and realities regarding women and power; old and new definitions of power; emerging forms of being and relating in society and the world that are non-abusive and non-violent; and strategies for implementation of new power forms in our own lives.

Class time: 10% lecture, 90% discussion

Workload: 200 pages of reading per week, 1 paper, 1 presentation

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

WOST 5300 TOPICS: GENDER AND THE RHETORIC OF SCIENCE AND TECHNOLOGY

(Last taught: W94) max 12 cr; prereq Rhet 1101, 4 cr

Instructor: LAY M

General Ed Req: none

We discuss and explore how cultural gender roles as well as biological sex influence communication within scientific and technological communities. Values and goals of past and present scientific and technological communities are discussed to see how the voices of women and men have been included, neglected, silenced, or articulated. The communication strategies of the professional writer as well as of the scientist or technologist are studied to see how sex and gender are represented. The following questions form the core of the course:

1) Are topics found worthy of scientific and technical research articulated by communication strategies available to both women and men? 2) Do technological and scientific research methodologies include the cognitive processes of both men and women? 3) Have cultural messages discouraged women from scientific and technological education and careers? 4) What characteristics of traditional masculinity match those features assigned to science and technology? What do scholars mean by a feminist science and technology? a gender-free science and technology? what is ecofeminism? 5) How are the communication strategies and patterns of professional technical and scientific writers affected by sex and gender

Workload: 75 pages of reading per week, 3 papers

WOST 5301H WOMEN'S AUTOBIOGRAPHICAL NARRATIVES

(Last taught: W94) prereq adv undergrad WoSt maj or Center for Advanced Feminist Studies grad stu or #, 4 cr

Instructor: REYES A

General Ed Req: (CLA: WS) (CBS: WS)

Women's autobiographical narratives from various theoretical, cultural, stylistic, and feminist perspectives. Texts include autobiographical essays, letters, diaries, journal, formal autobiographics, and life stories.

Class time: 75% discussion

Workload: 200 pages of reading per week, 4 exams, 2 papers

Grade: 35% mid-quarter exam(s)

Exam format: short essay

WOST 5400 TOPICS IN WOMEN'S STUDIES

(Last taught: F93) max 12 cr, 4 cr

Instructor: GEIGER S

General Ed Req: none

This course focuses on selected aspects of African Women's history since c. 1850, and considers theories and methods of analysis as well as change in Women's lives and gender relations over time. The course is designed primarily for graduate students, and a knowledge of African history and/or women's history from a cross-cultural perspective is advised, although background in other social sciences or area studies can also be helpful. While some information is provided through lecture, most of each class period is devoted to discussion of the readings and considerable student participation is

expected.

Class time: 30% lecture, 50% discussion, 20% students in class present major issues or questions raised by/in the readings

Workload: 250 pages of reading per week, 1 paper, 2 4-page thought papers responding to readings; 1 final exam can replace 1 paper

Grade: 40% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation, 40% other (20% for each "thought paper"); choose final exam or written report of 15-20 pages

Exam format: final is take-home essay

WOST 5502 WOMEN AND PUBLIC POLICY

(Last taught: W94) prereq 1001, 1002 or #, 4 cr

Instructor: NELSON B

General Ed Req: none

This course is designed to provide theoretical and practice-oriented frameworks for understanding broad public policy issues in the US from the perspectives of gender and multicultural analysis. The theoretical topics covered include gender, the state and public policy, the theories of social change and political action implied by various feminist theories, and theories of difference and policy making. Political activities in social movements, voluntary organizations, electoral politics, judicial politics, and bureaucracies are compared. The policy areas covered vary but may include elections and women's representation, reproductive rights, employment, taxes, and social programs; health; and the politics of peace and war. This is primarily a graduate level course. It requires a good working knowledge of American political and economic institutions.

Class time: 65% lecture, 35% discussion

Workload: 200 pages of reading per week, 2 papers

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

Courses satisfying general education requirements are designated after "General Ed Req:" by the college accepting the course and the specific requirement satisfied. The following key lists the abbreviations for each requirement.

A = Group A, (Language, Logic, Mathematics, and the Study of Argument)

A* = Group A, Formal Language sub-category

B = Group B, (The Physical and Biological Universe)

B* = Group B, Lab Component

B = Group B, Foundation Course

B* = Group B, Foundation Course and Lab Component

C = Group C (The Individual and Society)

C-1 = Group C, Individual and Institutional Behavior sub-category

C-2 = Group C, The Historical Perspective sub-category

C-3 = Group C, Social and Philosophical Analysis sub-category

D = Group D, (Literary and Artistic Expression)

WS = World Studies

CP = U.S. Cultural Pluralism

GE = Additional General Education Course (CBS students only)

PLEASE NOTE: Students should consult their college bulletin (and annual supplement) and contact their college office advisor (see page 2) to determine their progress toward completing general education and other degree requirements.