

Academic Health Center Shared

410 ChRC (MMC 501): 612/626-3700

AHS 1101 Orientation to the Health Sciences (Sec 002); 1 cr; meets DELM req of classroom

Instructor: Simpson, Scott W

Description: This is a one-credit course designed for undergraduate students who want to explore health sciences majors and professions. Students will: 1) assess their own interests, values, personality and abilities as they relate to health careers; 2) Gain an understanding of the competency, professionalism and decision-making skills necessary to succeed in health professions through guest speakers, class discussion and the media; 3) Learn more about health-related academic majors and health professions through resource exploration, informational interviews, and guest presentations by health professionals; 4) Develop an experiential learning experience that will allow them to realistically evaluate their decision to pursue a health profession; 5) Integrate the knowledge acquired to develop goals and an action plan to pursue their career choice. The format of the course will incorporate a combination of in-class and out-of-class activities including large and small group discussions, guest speakers, experiential exercises and other process-oriented activities.

AHS 1102 Orientation to Health Sciences (Sec 001); 1 cr; meets DELM req of Internet-delivered; meets DELM req of computer based

Instructor: Kachgal, Mera

Description: Web-based, one credit course for undergraduate students who are exploring health majors and professions. The course will focus on self-assessment of values, interests, and behavioral styles; exploration of health career options and academic programs; professionalism and inter-professional communication; and developing a career action plan to move toward a major and career choice.

Class time: 100% weekly postings and discussions, journaling, 8 quizzes, use of Portfolio

Grade: 33% quizzes, 33% postings; 33% other online work including portfolio, informational interview, and journal

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

Accounting

3-122 CarlSMgmt: 612/624-6506

Acct 2050 Introduction to Financial Reporting (Sec 001, 020-022); Credit will not be granted if credit has been received for: APEC 1251, APEC 1251, APEC 1251, APEC 1251; 4 cr; A-F only; prereq Completion of 30 credits; meets DELM req of classroom

Instructor: STAFF

Description: This course introduces the topic of financial accounting for U.S. organizations. The purpose of financial accounting is to provide information to owners of the firm and other interested parties to serve as the basis for making decisions about that firm. The student who successfully completes this class will be able to read and understand U.S. financial statements.

Aerospace Engineering and Mechanics

107 Akerman Hall: 612/625-8000

AEM 2011 Statics

(Sec 001, 020); 3 cr; A-F only; prereq PHYS 1301W, [concurrent registration is required (or allowed) in Math 2374 or equiv], IT; meets DELM req of classroom

Instructor: STAFF

Description: Force and moment vectors, resultants. Principles of statics and free-body diagrams. Applications to simple trusses, frames, and machines. Distributed loads. Internal forces in beams. Properties of areas, second moments. Laws of friction. 3 credits. Prerequisites: IT student, Phys 1301, concurrent registration in Math 2374 or equivalent.

AEM 2012 Dynamics

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

Instructor: STAFF

Description: Review of particle dynamics. Mechanical systems and rigid-body dynamics. Kinematics and dynamics of plane systems. Rotating coordinate systems in 2-D. Energy and momentum of 2-D bodies and systems. Vibrations.

AEM 4201 Fluid Mechanics

(Sec 001); 4 cr; A-F only; prereq 2012, [Math 2373 or equiv], [Math 2374 or equiv], [IT upper div or grad student]; meets DELM req of classroom

Instructor: Longmire, Ellen K !!New Young Investigator Awd NSF!!

Description: First course in fluid mechanics. Includes stress and strain rate conditions, fluid statics, use of differential and finite control volume analysis with continuity, momentum and energy equations, Bernoulli and Euler equations, vorticity, potential flow, incompressible viscous flow using Navier-Stokes equations, dimensional analysis, pipe flow boundary layers, separation, introduction to turbulence. Student may contact instructor for additional information.

AEM 4295 Problems in Fluid Mechanics

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4301 Spaceflight Dynamics

(Sec 001); 3 cr; A-F only; prereq [2012 or equiv], [Math 2373 or equiv], [IT upper div or grad student]; meets DELM req of classroom

Instructor: Ketema, Yohannes

Description: The two-body problem. Earth-satellite operations, rocket performance, re-entry dynamics, the space environments, the restricted three-body problem, interplanetary trajectories. Numerical simulations. Elementary spacecraft attitude control. Design project. Student may contact instructor for further information.

AEM 4495 Problems in Dynamics and Control

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4595 Problems in Mechanics and Materials

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4602W Aeromechanics Laboratory

(Sec 001); 4 cr; A-F only; prereq IT upper div or grad, 4201, 4501, 4601, EngC 1011 or equiv; meets CLE req of Writing

Intensive; meets DELM req of classroom**Instructor:** Shield, Thomas William

Description: This course is for BAEM majors. It is one of the two writing intensive courses transition students need to graduate (AEM 4332 is the other WI AEM course). This course consists of six laboratories, that are completed every other week. Students work in groups of three. There are two lectures a week that cover the techniques and topics studied in the laboratory. Topics covered include fluids, structures and dynamics. Extensive type written laboratory reports are required. There is also one oral report done as a group. There are no exams, homework or final for this course. The prerequisites for this course are AEM 4601, Instrumentation Laboratory, (this course uses the textbook from 4601 as a reference), AEM 4201, Fluid Mechanics, AEM 4501, Aerospace Structures and freshman composition. Purchase of a lab notebook is also required (you can use your 4601 notebook if it has space).

Class time: 40% lecture, 60% Laboratory**Work load:** 4 papers, 1 oral report.**Grade:** 70% written reports/papers, 20% in-class presentations, 10% Lab notebook.

Aerospace Studies

3 Armory: 612/624-2884

Air 3301 Air Force Leadership, Quality, and Communication (Sec 001, 002); 3 cr; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: AS 3301 is a study of leadership, quality management fundamentals, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory (cadets only) complements this course by providing advanced leadership experiences in officer-type activities, and gives the students an opportunity to apply leadership and management principles taught in this course. Target audience in first semester meet juniors.

Class time: 45% lecture, 30% Discussion, 15% Video tapes**Work load:** 30 pages of reading per week, 3 tests, 2 oral presentations**Grade:** 20% written reports/papers, 40% quizzes, 20% in-class presentations, 20% class participation, 0% 40% tests**Exam format:** Multiple choice, T/F, short answer

Air 3401 National Security Policy

(Sec 001, 002); 3 cr; A-F only; meets DELM req of classroom**Instructor:** STAFF

Description: AS400 examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine, and military justice. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A Leadership Laboratory complements this course by providing advanced leadership experiences, giving the students the opportunity to apply the leadership and management principles of this course. Target audience is first semester seniors preparing to enter active duty as commissioned Second Lieutenants in the US Air Force. Classes are a combination of lecture and guided discussion. Class time: 50% lecture, 30% discussion, 20% student briefings. Work load: 70 pages of reading per week, 2 exams, 3 papers, 2 oral presentations. Exam format: essay, short answer, matching.

Class time: 50% lecture, 30% Discussion, 20% student briefings**Work load:** 70 pages of reading per week, 6 pages of writing per semester, 2 exams, 3 papers, 2 oral presentations**Grade:** 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 20% in-class presentations**Exam format:** essay, short answer, matching

Afro-American Studies

808 Social Sciences Tower: 612/624-9847

Afro 3072 Racism: Social and Psychological Consequences for Black Americans

(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**Instructor:** Barner II, Pearl

Description: The purpose of this course is to enhance the students' understanding of the phenomenon of racism, particularly its impact on African-Americans. Readings, lectures and discussion will be employed to help students expand their knowledge of the historical and cultural underpinnings of the concept of racism and its various forms and consequences. Experiential activities are added to further the understanding of racism. The psychological impact of racism on African Americans and non-African Americans (especially Whites) will also be explored. Experiential activities are added to further the understanding of racism.

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

Afro 3131 Contemporary Issues in Africa

(Sec 001); 3 cr; meets DELM req of classroom**Instructor:** Mentan, Emmanuel Tatab

Description: Understanding Islam and Human Rights in Africa is an essential course for anyone seeking to understand and critically assess tensions between Islamic political thinking and the idea of universal human rights today. Indeed, it is a MUST TAKE for any student interested in the interplay between religion, politics, and individual rights in our turbulent times fueled by transnational terrorism. In this course we will explore human rights as both a discourse and a means of political action. First we shall look at the emergence of human rights in the twentieth century, asking: how do we understand the concept? We shall also explore the debates over the universality of the existing human rights discourse and practice. Then we will turn to the question of how human rights are connected to political, civil, and economic rights in Islamic societies in Africa. Through an examination of African case studies we will investigate the usefulness of the existing human rights paradigms within cross-cultural contexts. Our goal in studying political trends and currents in Islamic political thought is to understand the meaning and relevance of international human rights in dealing with major issues of peace and conflict throughout Islamized Africa. We shall therefore explore the issues of rights of women and children, torture, political repression, war crimes, and genocide.

Work load: Readings shall include, among others, Kathryn Sikkink's *Activists beyond Borders: Advocacy Networks in International Politics*, and Abdullahi an-Naim's *Human Rights in Cross-Cultural Perspectives: A Quest for Consensus*.

Afro 3141 Africa

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3141; 3 cr; meets CLE req of Environment Theme; meets CLE req of International Respect Theme; meets DELM req of classroom

Instructor: STAFF

Description: Geography of Africa introduces students to the human and environmental diversity of Africa, and examines the effects of internal and external forces on the spatial organization of Africa economies and societies. Geographic (case) studies are used to discuss important developmental issues, or changes that reflect modern trends and gender conditions. We examine selected regions and topics or themes in depth rather than to present general profiles of individual nations. This approach highlights the importance of culture in environmental and social

change. Handouts (including current news reports), lecture units, slides/video documentaries and class discussions are used to provide the latest information available.

Class time: 70% lecture, 30% Discussion

Work load: 10-12 pages of writing per semester, 2 exams, 1 papers, 2 map-based quizzes

Grade: 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 20% 2 map-based quizzes, 10% each

Exam format: mixed

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

(Sec 001); Credit will not be granted if credit has been received for: SOC 3251W; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Brewer, Rose Marie !!Morse Alumni Award!!

Description: This course is an analytical overview of the impact of the three major forms of inequalities in the United States today: race, class, gender. Our strategy will be to get a good working of these social forces conceptually, institutionally, and in terms of the everyday realities of life in the U.S. We will focus on these inequalities as relatively autonomous, as interconnected, and as deeply embedded and intertwined. Thus, by the end of the session, you should have a good working knowledge of race, class and gender inequalities and social change possibilities. Films, tapes, discussion, group work, presentations, and lectures are the organizational cores of the course. You will be teamed with other members to form small writing teams, working closely with the teaching

Work load: 3 exams, 4 papers

Grade: 40% special projects, 10% class participation, 30% For Three Exams; 20% For Three short reflective papers

Afro 3301 The Music of Black Americans

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

Instructor: Williams, Yolanda Y

Description: Trace the "genres and styles impacted of music which...define African-American music in the United States."(Southern) We will follow elements found in West African culture and music such as "call and response" and the "2nd Line" as it travels to the "New World" and expressed through Spirituals, Symphonies, Gospel Music, Jazz, Rock and Roll, Step Bands and more. Study will take place during lectures, readings and discussion both online and in class. Vintage performances found on videos and audio examples will provide tangible examples of the music as it evolves. Special focus is placed on the social, political and economic issues faced by the innovators and consumers of these musical styles and genres.

Class time: 60% lecture, 20% Discussion, 20% audio_visual presentations

Work load: 20 pages of reading per week, 2 exams, 5 papers, The above includes: Live Performance papers; Blues composition and reponse papers

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% class participation, 30% Written assignments: Live Performance Experiences, Blues composition, Listening Assignments, etc.

Exam format: Multiple choice, True-False, Matching and Essay

Afro 3405 The African American Child

(Sec 001); Credit will not be granted if credit has been received for: AFRO 5405, AFRO 5405, AFRO 5405; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Foreman, Gayle P

Description: The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists and child development experts; and we will examine their findings as they relate to the important task of assisting African American children to develop

emotionally healthy and psychologically secure lives in a culturally diverse society.

Afro 3432 Modern Africa in a Changing World

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

Instructor: Wagner, Michele Diane

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

Class time: 66% lecture, 33% Discussion

Work load: 75-100 pages of reading per week, ~15 pages of writing per semester, 2 exams, 3 papers

Grade: 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 15% class participation

Exam format: identification, short essay, map

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

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

Instructor: Githire, Njeri R

Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor to understand the social construction of race and gender, as well as their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

Class time: 50% lecture, 10% Closed Circuit TV, 10% Discussion

Work load: 35 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers

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

Exam format: Essay

Afro 3594W Introduction to Contemporary Black Writers

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

Instructor: Fletcher, Pamela Renea

Description: In this literature and writing intensive course, "Fire Next Time: Black Men's Voices of Dissent," students will read, discuss, and write about the works of James Baldwin, Charles Barkley, Derrick Bell, Dr. MLK, Jr., Nathan McCall, and El-Hajj Malik El-Shabazz (aka Malcolm X). By using language as weapons, these men pose difficult questions, challenge the status quo, and seek to build a just society. This course will place heavy emphasis on student participation, so students are expected to attend class weekly and to engage in active class discussion regarding films and assigned readings. The paper assignments include six short papers (3-5) papers regarding the texts and revisions.

Class time: 20% lecture, 80% Discussion
Work load: 50-100 pages of reading per week, 20-25 pages of writing per semester, 6 papers, short writing assignments based on films; posing questions based on readings
Grade: 70% written reports/papers, 30% class participation

Afro 3601 Introduction to African Literature (Sec 001); 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets DELM req of correspondence

Instructor: Githire, Njeri R
Description: This course is designed to provide students with both a specific and general view of the diversity of literatures from the African continent. We will read texts written in English or translated from African or Western languages, including some recorded from the oral tradition. The authors and narrators come from different parts of Africa (East, West, Central, North, South) and they have composed their work in a variety of forms (novel, drama, epic, poetry). In discussing this variety of literatures from a comparative context, we will assess the similarities and the differences apparent in the cultures from which they emerge.
Class time: 50% lecture, 35% Discussion, 15%
Work load: 35 pages of reading per week, 30 pages of writing per semester, 2 papers, We watch video/films in class related to topics being explored then discuss the material viewed.
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation
Exam format: Two take-home essays--one in Mid-semester and one at the end of the semester

Afro 3628 Literature of Rebellion: the Amistad and other Revolts (Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: Pate, Alexs D.
Description: The primary goal of the course is to explore a sampling to texts, primarily fiction, about the Amistad affair and other slave revolts. We will engage in a discussion about the nature of race and oppression and how the reporting and historicizing of these specific incidents settled in the American consciousness. We will pay particular attention to the responsibilities and challenges presented to the authors as it relates to accuracy, commercial viability and literary quality. In this course students will also acquire a basic working knowledge of African and American slavery issues. This contextual information is gathered in small group activities, classroom presentations and lecture.

Afro 3864 African American History: 1619 to 1865 (Sec 001); Credit will not be granted if credit has been received for: HIST 3864, HIST 3864, HIST 3864, HIST 3864; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Mayes, Keith A
Description: This course will explore the period between the forced migration of Africans to British mainland North America and end with their struggle for freedom during the Civil War. We will examine the Atlantic Slave Trade and the slave-trading societies in west Africa; the development of black life in the southern, middle, and New England colonies; colonial slavery and the changing legal status of blacks; work and labor; the founding fathers and the contradictions of slavery; the first emancipation and the development of the free black community; the rise of plantation slavery and the domestic slave trade; rebellions and resistance; slave culture; and black abolitionism and the demise of slavery. We will pay close attention to questions of miscegenation, identity, memory, and the formation of what became known as Black America by examining the central question: How did this variegated group African peoples along with Native Americans, and whites create a distinctly new people called African-Americans?

Afro 3866 The Civil Rights and Black Power Movement, 1954-1984

(Sec 001); Credit will not be granted if credit has been received for: AFRO 5866; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Mayes, Keith A
Description: This course will explore the modern civil rights struggle in the United States, aptly called the "Second Reconstruction." Afro 3866 begins by examining the failure of Reconstruction and the complete abdication of black civil rights in the late 19th century. It will chart the post-war assault on white supremacy via the courts, the state, and grass-roots southern struggles in the 1950s and 1960s. We will chart the movement as it spreads north and west, precipitating new organizations, ideologies, and a younger cohort of leaders proclaiming "Black Power." We will examine Black Power's impact throughout the late 1960s and 1970s and ask to what extent this phase of the movement represents a continuation OR a major break from the earlier southern struggles. The course explores deeply this turn toward radicalism, moving beyond the mere caricatures created by the media, and looking at the connections between Black Power politics and culture (SNCC, US, Black Panthers, Black Studies, Gary, Indiana, Soul Music, Blaxploitation, etc.) Afro 3866 ends with the ascendancy of Ronald Reagan and the conservative assault on the movement along with Jesse Jackson's first attempt at the presidency in 1984--a watershed moment that connects the immediate past with the present. In addition to secondary historical texts, course materials will range from autobiographies, organizational statements, congressional acts, presidential executive orders, Supreme Court rulings, films and documentaries.

Afro 5072 Racism: Social and Psychological Consequences for Black Americans (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Barner II, Pearl
Description: The purpose of this course is to enhance the students' understanding of the phenomenon of racism, particularly its impact on African-Americans. Readings, lectures and discussion will be employed to help students expand their knowledge of the historical and cultural underpinnings of the concept of racism and its various forms and consequences. Experiential activities are added to further the understanding of racism. The psychological impact of racism on African Americans and non-African Americans (especially Whites) will also be explored. Experiential activities are added to further the understanding of racism.
Class time: 35% lecture, 40% Discussion, 15% Presentations
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 40% final exam, 13% written reports/papers, 13% in-class presentations, 13% class participation
Exam format: Multiple choice and essay

Afro 5405 The African American Child (Sec 001); Credit will not be granted if credit has been received for: AFRO 3405, AFRO 3405, AFRO 3405; 3 cr; meets DELM req of classroom

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

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

Amln 1001 American Indian Peoples in the United States

(Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

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

Amln 1121 Beginning Dakota I

(Sec 001); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: The basics of the Dakota language with emphasis on spoken Dakota (reading and written knowledge of the language being secondary). Focus is on the "D" dialect of the Dakota (Sioux). Language topics to be covered include history and culture.

Amln 3123 Intermediate Dakota I

(Sec 001); 5 cr; prereq 1122; meets DELM req of classroom

Instructor: STAFF

Description: Further study of the Dakota language with emphasis on spoken Dakota.

Amln 3301 American Indian Philosophies

(Sec 001, 002); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.
Class time: 60% lecture, 20% Discussion, 20% Group work
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 17% written reports/papers, 17% class participation
Exam format: The exams will be a take home essay.

Amln 3402 American Indians and the Cinema

(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Miller, Carol A !!Morse Alumni Award; Outstanding Service Award!!

Description: This course examines representations of American Indians in film, both historically and contemporarily. We will explore not only what such representations assert about Native experience and cultural viability, but also what they reflect about particular relationships of power. In what ways, for example, have images of Indians in the movies served the interests of the "nation" in "playing Indian," interests often at odds with those of Native people themselves? And at what points and in what ways have Indian people asserted their own authority in controlling their own images and cultural values? We will first focus on issues of representation in early mainstream movies of fledgling Hollywood and in more ethnographic "faux documentaries." As

soon as possible, we will move on to examples of both independent and industry-financed movies and videos that reflect the results of American Indian creativity and control. Our ultimate goal will be eventually to distinguish between "American Indians and the Cinema"--and the features of a more authoritative "American Indian Cinema."

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

Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 8 papers, Viewing films and videos

Grade: 80% written reports/papers, 5% class participation, 15% Viewing responses and reviews

Exam format: Essay

Amln 5402 American Indians and the Cinema

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

Instructor: Miller, Carol A !!Morse Alumni Award; Outstanding Service Award!!

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

Exam format: Essay

American Sign Language

240 VoTech Building: 612/624-1274

ASL 1701 American Sign Language I

(Sec 001-008); 5 cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: STAFF

Description: A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture.

ASL 1702 American Sign Language II

(Sec 001-007); 5 cr; 1701 with a final grade of at least [S or C-] or instr consent ; 1701 with a final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: STAFF

Description: Continuation of the study of the fundamentals of American Sign Language: Increased communication skill in American Sign Language, cultural values and behavioral rules of the deaf community in the U.S., receptive and expressive, sign vocabulary, grammatical structure, receptive and expressive finger spelling and aspects of deaf culture. (SP-ASL 1701 or instructor approval)

ASL 3703 American Sign Language III

(Sec 001-008); 5 cr; 1702 with final grade of at least [S or C-] or instr consent ; 1702 with final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM

req of Partially Internet-delivered**Instructor:** STAFF

Description: Expanded instruction of American Sign Language receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, narrative skills, cultural behaviors, and aspects of deaf culture. Abstract and conversational approach. (SP-ASL 1702 or instructor approval)

ASL 3704 American Sign Language IV

(Sec 001-007); 5 cr; prereq 3703 with final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: STAFF

Description: Increases the emphasis on more abstract and challenging conversational and narrative range. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, various aspects of deaf culture and cultural behavior rules. (SP-ASL 1703 or instructor approval)

ASL 3705 Cultural Perspectives of Deafness

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

Instructor: STAFF

Description: Introduction to the deaf community as a linguistic and cultural minority group. The role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods, and communication systems.

AmSt 1401 Comparative Genders and Sexualities

(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Fajardo, Kale Bantigue

Description: Sissies, Sex Workers, and Seamen: How and why do people understand their genders and sexualities differently in diverse cultural contexts and locations? How has capitalism, colonialism, immigration, migration, and globalization impacted genders and sexualities in North America, Asia, the Pacific, Latin America, and Africa? The course stresses studying genders and sexualities within a cross-cultural and comparative (e.g. international/regional) framework, and also emphasizes an intersectional approach: that is, in order to analyze gender and sexuality, we must also think about how race, class, ethnicity, nationality, and geography "inform" how gender and sexuality are embodied, experienced, performed, and/or regulated, and we must also consider histories of capitalism, colonialism, migration, and globalization. Participants will read an eclectic mix of theory, history, literature, and ethnography, and watch diverse international and U.S.-based films in order to better understand and analyze genders and sexualities in different geographic, cultural, and political contexts. The course aims to promote cross-cultural learning about the gender and sexual diversity that is part of the histories and cultures of people who immigrate or reside in the United States

Class time: 35% lecture, 30% Discussion, 35% Films

Work load: 100 pages of reading per week, 20-30 pages of writing per semester, 5 papers, 4 short papers (3 pages each), plus final paper 8-10 pages

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

Exam format: No Exam**American Studies****104 Scott Hall: 612/624-4190****AmSt 1011 Religions and American Identity in the United States, From World War II to**

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

Instructor: Noble, David W !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: In the 1930s many Americans imagined that they were segregated from the world. But during World War II many suddenly saw themselves integrated with the world. This revolution had a major impact on many religious groups. For the first time Jews and Catholics were considered to be equal to the Protestant majority. And African-American Protestants who had been segregated by white Protestants were now considered equal citizens. In 1965 a new immigration policy welcomed people from Asia and Africa for the first time. This made possible new religious communities of Muslims, Hindus, and Buddhists. Many American religious groups, however, interpreted our integration with the world as an opportunity to impose American values rather than enter into dialogue. The new global vision also asked Americans to consider how the economy is disturbing patterns in nature. This view of nature as being in constant process of change challenged the view held by many religious Americans that God had created the world and was no longer active in creating the universe. The revolution of the 1940s, therefore, has not brought a new consensus. Rather in 2007 unexpected questions are being asked about an uncertain future. In this course, then, we will explore the dramatic debates that are going on within religious groups in the U.S., and we will also explore new conversations with religious groups throughout the world

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 15-21 pages of writing per semester, 3 papers

Grade: 75% written reports/papers, 25% class discussion and attendance

Exam format: No Exams**AmSt 2011 The United States since September 11**

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

Instructor: Ferguson, Roderick A

Description: We think that those two towers were the only things that collapsed on that morning in September. But a lot more fell than has been reckoned with. We think that those attacks left only empty spaces in the middle of New York City. But a lot was erected in the name of what was lost. This course analyzes the changes that took place within the United States and how those changes have a history in prior and forgotten wars in Asia, the Middle East, and Latin America. This course investigates how that day was remembered in the official terrains of government and in the unofficial venues of literary and visual art. This class asks how the lives of citizens and immigrants changed in the aftermath and tries to take stock of all that fell and all that was erected one day in 2001.

Class time: 50% lecture, 50% Discussion

Work load: 50-60 pages of reading per week, 2 exams

Grade: 35% mid-semester exam(s), 35% final exam, 10% class participation

Exam format: essay, short answer**AmSt 3113W America's Diverse Cultures**

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

Instructor: Keaton, Trica Danielle

Description: Minnesota, America, and the Making of Diversity: If "whites" represent 88% of the population in Minnesota and 74% in the U.S.A., what do we mean by "America's diverse cultures?" Are we referring to a diversity of experiences, perception, representation, numbers, or simply color? What about the concept of "America" itself, in light of our northern and southern neighbors, that is, what is "America" in the broader geographical context of the "Americas?" While Minnesota's strong European influence is still highly recognizable, between 2005 and 2015, the population of color is projected to grow 35 percent. Minnesota is considered to have the largest Hmong, Somali, and Liberian communities in the U.S., a growing Chicano/Latino community, and one of the nation's largest urban

American Indian populations is concentrated around Minneapolis. Where do "African Americans" fit into this equation, along with other "African," "Asian," "mixed-race," and Gay/Queer populations? How does this diversity trouble our existing categories and classifications? Focusing on Minnesota, we will explore these and a variety of questions in relation to identity politics and lived experiences in the U.S.A., but more specifically in Minnesota, the State of 10,000 Lakes and the Land of Sky-Blue Waters.

Class time: 50% lecture, 25% Discussion, 25% films and guest lectures

Work load: 60-70 pages of reading per week, 18-20 pages of writing per semester, 5 papers, 4 short essays (3 pages), final paper (6-7 pages) and reading journals (2 pages/week)

Grade: 55% written reports/papers, 20% class participation, 25% problem solving, 0% reading journals

Exam format: No Exams

AmSt 3114 America in International Perspective

(Sec 001); Credit will not be granted if credit has been received for: JPN 3167, JPN 3167, JPN 3167; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Karjanen, David J

Description: How is the United States viewed around the world and how do American's view their place in the world? In recent years, globalization and increased American cultural products abroad-such as McDonalds, Hollywood films, and Coca Cola-have given rise to new terms such as "cultural imperialism"-used to describe the domination and influence of American culture globally. While many US products are eagerly consumed outside of the United States, and Hollywood films remain the most widely viewed globally, the US is not always looked on favorably. Many countries ban US films for being too offensive to cultural or religious norms, firms like McDonalds are not allowed to locate too near the Eiffel Tower in Paris because of concerns that it will spoil a prominent area of French culture, and protests over US foreign and economic policy are regular occurrences. By looking at popular media, news reports, and scholarly research, this course will examine the cultural, political, and economic conflicts and tensions between the United States and other countries as perceived by people in both the US and abroad.

Class time: 60% lecture, 40% Discussion

Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers

Grade: 40% final exam, 60% written reports/papers

Exam format: essay

AmSt 3252W American Popular Culture and Politics: 1900 to 1940

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

Instructor: STAFF

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

AmSt 3253W American Popular Culture and Politics: 1940 to the Present

(Sec 001); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: May, Lary L Castellanos, Bianet !!Morse Alumni Award!!

Description: What does popular culture have to do with politics? Everything. In this course, we will explore this powerful connection through an examination of the transformation of the U.S. since World War II. During those years the nation became an international power, altering the ways in which Americans understood their place in the larger world. A new consumer culture and domestic ideal became linked to American identity and Cold War politics. Within the United States, challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism, each demanding participation in public life and a redefinition of the gender and racial hierarchies of the past. At the same time, international conflicts, particularly the American war in Vietnam, created divisions in the nation that still affect us today. This course will examine how the nation itself, and life within it, changed as a result of these domestic and international struggles. We will look particularly at the ways in which conflicts at home and abroad. War, cold war, and culture war ? have changed the ways Americans think about themselves as citizens and the place of our nation in the world. We will focus particularly on American films, although we will also consider other popular media and arts. We will examine in particular issues of race, class, gender, family, and sexuality as they relate to notions of national culture and identity as expressed through the popular culture.

Class time: 50% lecture, 20% Discussion, 30% film viewing

Work load: 80-100 pages of reading per week, 1 exams, 1 papers, Plus quizzes and exams

Grade: 45% written reports/papers, 35% quizzes, 20% lab work

Exam format: essay

AmSt 3402 American Indians and the Cinema

(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Miller, Carol A !!Morse Alumni Award; Outstanding Service Award!!

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

Class time: 25% lecture, 25% Discussion, 50% Viewing films and videos

Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 8 papers

Grade: 80% written reports/papers, 5% class participation, 15% Viewing responses and reviews

Exam format: essay

AmSt 3993 Directed Studies

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

Instructor: STAFF

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

AmSt 4101 Gender, Sexuality, and Politics in America (Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: STAFF

Description: Ways public and private life intersect through the issues of gender, sexuality, family, politics, and public life; ways in which racial, ethnic, and class divisions have been manifest in the political ideologies affecting private life. Class time, workload, grading and exam format are determined by instructors. The focus of each section varies with the instructor's expertise.

AmSt 4961 Proseminar I

(Sec 001); 3 cr; prereq AmSt jr or AmSt sr or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: May, Elaine Tyler !!CLA Dean's Medal!!

Description: The Senior Seminar in Fall 2007 is the first of a two-semester capstone seminar for American Studies majors. The first semester prepares students for writing a senior thesis in three ways. 1) We examine some of the key ideas and works that developed the field. 2) We read works that provide models for contemporary American studies scholarship. 3) We begin the process of defining a problem to be fully researched and explored in the senior thesis which will be completed in the second semester. The class involves reading, discussion, student presentations, and writing. This course typically creates a strong sense of community among students.

Class time: 20% lecture, 80% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester

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

Exam format: No Exams

Animal Science

305 Haecker Hall: 612/624-2722

AnSc 2011 Dairy Cattle Judging

(Sec 001); 2 cr; prereq instr consent; meets DELM req of conference/workshop

Instructor: Hansen, Leslie Bennett !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!

Description: Evaluation of dairy cows and heifers on the basis of physical appearance. Training in oral justifications of placings of classes of animals. Field trips to many dairy farms in Minnesota, Iowa, and Wisconsin to evaluate dairy animals. Most students enrolling in this course have interest in participating in the Intercollegiate Dairy Cattle Judging Teams program. No previous dairy cattle judging experience is required, but is highly recommended.

Class time: 100% Laboratory

Grade: 0% Placings of classes and oral justification of placings.

AnSc 3144 Advanced Poultry Judging

(Sec 001); 1 cr; prereq 2014; meets DELM req of classroom

Instructor: STAFF

Description: How to judge live poultry and poultry products. Students compete for a position on four-person team representing U of M at National Collegiate Poultry Judging contest.

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

AnSc 3307 Artificial Insemination Techniques

(Sec 001); 1 cr; S-N only; prereq 3305 recommended, instr consent; meets DELM req of classroom

Instructor: Seykora, Anthony James

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

AnSc 4401 Swine Nutrition

(Sec 001); 3 cr; prereq 2401, 3511 recommended; meets DELM req of Internet-delivered

Instructor: Shurson, Gerald C

Description: This course involves lectures, discussions and problem solving focused on key nutrition and feeding program management concepts related to developing and evaluating life cycle feeding programs for swine. Diet formulation and evaluation along with estimating nutrient requirements in each stage of production using computer software are key activities of the course. Both undergraduate and graduate students, with some previous coursework in nutrition, who want a comprehensive understanding of all the major considerations of providing optimum cost effective nutrition to swine in all phases of production, are encouraged to take this course.

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

Work load: 40 pages of reading per week, 8 exams, 1 papers, 10 problem sets

Grade: 5% written reports/papers, 30% problem solving, 65% exams

Exam format: essay, multiple choice, matching, short answer, true/false, problem solving

Anthropology

395 HHCtr: 612/625-3400

Anth 1003W Understanding Cultures

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

Instructor: STAFF

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

Class time: 75% lecture, 25% Discussion

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

Exam format: multiple choice; essay

Applied Business

101 Wesbrook Hall: 612/624-4000

ABus 4023W Communicating for Results

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

Instructor: STAFF

Description: Aspects of communication essential for being persuasive and influential. Organizing and presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods, and handling dissent. Processes for intercultural communication.

ABus 4043 Project Management in Practice

(Sec 001); 3 cr; A-F only; prereq 4102, 45 cr completed;

meets DELM req of Internet-delivered; meets DELM req of classroom; meets DELM req of Partially Internet-delivered
Instructor: STAFF

Description: Managerial perspective of project management principles, the nature of project work, how to organize, manage, and control it, and the effects of human behavior on the project management process. Tools and techniques to support the project leader in areas such as scheduling, coordinating, and allocating resources. Students apply what they learn in an assigned scenario-based project or a self-selected field project. Microsoft Project software is used, and is available on class textbook CD and campus computer labs.

ABus 4993 Directed Study

(Sec 001); 1-3 cr; max crs 6; prereq instr consent , dept consent ; meets DELM req of independent study

Instructor: STAFF

Description: Specially arranged projects, trips, or field work. Primarily for BAS students in the Applied Business program or other BAS majors. Non-BAS students must have academic adviser approval and meet course prerequisites. [See BAS Web site at www.cce.umn.edu/bas for additional course information.]

ABus 4999 Practicum

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq BAS student in applied business, at least 33 applied-business cr, instr consent, dept consent; meets DELM req of independent study

Instructor: STAFF

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

Applied Economics

231 Classroom Office Building:

612/625-1222

ApEc 1001 Orientation to Applied Economics

(Sec 001); 1 cr; A-F only; meets DELM req of classroom

Instructor: Cooper, Gary M

Description: Introduction to the curriculum offerings, liberal education requirements, employment opportunities and the faculty in the Department of Applied Economics. This is a required one-credit course for all undergraduates majoring in Agricultural and Food Business Management or in Applied Economics. Emphasis will be placed on the historical development of the discipline, the areas of specialization, course work expectations and career planning (e.g., student self-assessment and analysis of interests, skills and abilities; discussion of opportunities in the field--study abroad experiences summer jobs, and internships).

Class time: 65% lecture, 35% Discussion

Work load: 25 pages of reading per week, There will be two in-class quizzes.

Grade: 25% special projects, 60% quizzes, 15% Class attendance

Exam format: The two quizzes will be multiple choice, short answer and choice of short essay.

ApEc 1101 Principles of Microeconomics

(Sec 001, 005); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Liu, Donald J.

Description: Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter

areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course will be on economic concepts and their applications to current economic issues and day-to-day business operations.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week, 3 exams, daily quizzes, weekly homework assignments

Grade: 25% mid-semester exam(s), 25% final exam, 15% quizzes, 25% Second midterm; 10% Homework assignments

Exam format: Multiple choice, short answer problem solving, graphical analysis

ApEc 1102 Principles of Macroeconomics

(Sec 001); 3 cr; prereq 1101 or Econ 1101; no credit will be granted if credit has been received for: Econ 1102 or Econ 1105.; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Okediji, Olutade O

Description: Economics, the study of choices made under conditions of scarcity, is divided into two major areas: micro and macro economics. This course, Principles of Macroeconomics, is concerned with the behavior of entire economies. The course will focus on the aggregate concepts of economic growth, gross domestic product, unemployment, and inflation. The course will also cover the role of the Federal Reserve Bank and the banking system in creating the money supply and influencing interest rates. Budget deficits and the national debt will be discussed. The strengths and weaknesses of using fiscal and/or monetary policy to influence economic growth and stability will be examined. Time permitting, exchange rates and trade deficits will be covered. The course will emphasize the application of macroeconomic concepts to current economic issues.

Class time: 60% lecture, 40% Discussion

Work load: 20-25 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Essay, short answer, graphs

ApEc 1251 Principles of Accounting

(Sec 001); Credit will not be granted if credit has been received for: ACCT 2050, ACCT 2050; 3 cr; prereq 30 cr; not recommended for premajors in AgFoodBus majors; meets DELM req of classroom

Instructor: Nefstead, Ward Elliot

Description: Fundamentals of business accounting; basic finance concepts; use of accounting data for income tax and managerial decision making. The following student learning objectives are included: 1) the student will be able to demonstrate an understanding of accounting from a user/consumer point of view; 2) the student will be able to perform the basic activities associated with accounting; 3) the student will be able to describe and contrast various accounting systems; 4) the student will be able to demonstrate proficiency in the analysis/interpretation of financial statements; 5) the student will be able to demonstrate the ability to work with actual case studies or analyze the relevance of accounting.

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

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

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

Exam format: Multiple choice

ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets

(Sec 001); Credit will not be granted if credit has been received for: ECON 3101, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq [[1101 or Econ 1101], [Math 1142 or Math 1271]] or instr consent ; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Carlin, Caroline S

Description: This is a course in intermediate microeconomic theory, focusing on both consumer and producer decisions. Starting from a foundation in the fundamental theory of supply and demand, we will learn about markets, pricing, investment, the effects of government regulations, and market failures. The course will be primarily lecture, but discussion will be generated through in-class exploration of problem solving. This course is the first in a sequence with ApEc3002 (Managerial Economics). The primary audience for this course is undergraduate students in Agriculture and Food Business Management and Applied Economics.

Class time: 90% lecture, 10% Discussion

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

Grade: 40% mid-semester exam(s), 25% final exam, 15% quizzes, 20% problem solving

Exam format: Short answer and problems

Course URL: <http://www.apec.umn.edu/faculty/ccarlin>

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

Class time: 80% lecture, 20% Discussion

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

Exam format: Multiple choice, short essay and numerical questions

Course URL: <http://www.apec.umn.edu/faculty/ppardey/>

ApEc 3002 Applied Microeconomics: Managerial Economics (Sec 001); 4 cr; prereq [[3001 or ECON 3101], [OMS 2550 or STAT 3011] or instr consent ; meets DELM req of classroom

Instructor: Apland, Jeffrey

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

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

Work load: 30 pages of reading per week, 3 exams, written lab assignments and problem sets

Grade: 40% mid-semester exam(s), 20% final exam, 40% labs and problem set assignments

Exam format: Problems, short answer, short essay, multiple choice, true/false

ApEc 3071 Agriculture and Economic Growth in Developing Countries

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

Instructor: Senauer, Benjamin H

Description: This course will cover a range of topics on economic development of low-income countries, with a particular focus on the role of agriculture. The course assumes some familiarity with basic microeconomics. Topics to be covered include agricultural issues in developing countries, hunger, population growth, impacts on the environment and the role of policy, as well as others. A major paper on a topic chosen by the students is required.

Class time: 40% lecture, 40% Discussion, 20% Student presentations in class

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

Grade: 50% mid-semester exam(s), 25% written reports/papers, 10% quizzes, 5% in-class presentations, 10% class participation

Exam format: Multiple choice and essay

ApEc 3006 Applied Macroeconomics: Government and the Economy

(Sec 001); Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3102H; 3 cr; prereq [[1102 or Econ 1102], [3001 or Econ 3101] or instr consent ; meets DELM req of classroom

Instructor: Smith, Pamela Jane

Description: This course examines applied macroeconomic issues and the role of governments in addressing these issues. The issues examined are those identified as global priorities by an expert panel of economists in the Copenhagen Consensus. These issues include: global warming, education, poor governance and corruption, hunger and malnutrition, and subsidies and trade barriers. Methods: Students will learn how to apply economic concepts and theories to analyze issues. Level: This course is designed for intermediate and advanced undergraduates.

Class time: 60% lecture, 40% Discussion

Work load: 25 pages of reading per week, 5 papers

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

ApEc 3411 Commodity Marketing

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

Instructor: Buhr, Brian Lee

Description: This course exposes the student to the economic concepts related to marketing agricultural commodities. The course examines the conditions of competitive markets, historical perspectives on market institutions and policy, structural characteristics of agricultural commodity sectors, and policies and regulations affecting agricultural marketing of livestock, crop and dairy products. It is intended to serve as a precursor to ApEc 4481: Futures and Options Markets. A key component of the course is learning concepts of price and market analysis. Students will collect data and analyze price changes for a chosen commodity. These tools are commonly used by commodity traders, commodity policy analysis and economists in general.

Class time: 80% lecture, 20% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, Bi-weekly project summaries are paper component

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

Exam format: Multiple Choice, True/False and short problem solving and answer

Course URL: <http://www.webct.umn.edu>

ApEc 3007 Applied Macroeconomics: Policy, Trade, and Development

(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1102 or Econ 1102]; 3001, 3006 recommended; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Pardey, Philip Gordon

Description: This is an undergraduate course in trade and economic development addressed in four main parts. Part I will lay out what we know about international trade and its role in the process of economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and

ApEc 3501 Agribusiness Finance

(Sec 001); Credit will not be granted if credit has been received for: FINA 3001, FINA 3001, FINA 3001, FINA 3001, FINA 3001, FINA 3000, FINA 3000; 3 cr; prereq [[1251 or Acct 2050], 60 cr] or instr consent; meets DELM req of classroom

Instructor: Pederson, Glenn Darwin

Description: Topics include: analysis of financial performance of firms; evaluation of capital investment projects, selection of financial structure, risk management, and introduction to financial markets and instruments. Teaching is primarily accomplished through lecture, class discussion, problem solving exercises, and case problems. Text and lecture notes are the primary reference materials. A standard introductory business finance text is used.

Class time: 60% lecture, 35% Discussion, 5% Laboratory

Work load: 15 pages of reading per week, 12 pages of writing per semester, 2 exams, 4-5 quizzes

Grade: 20% mid-semester exam(s), 30% final exam, 30% quizzes, 20% decision cases

Exam format: Multiple choice, problems, and essays.

Course URL: <http://apecon.agri.umn.edu/faculty/gpederso>

ApEc 3991 Independent Study in Applied Economics (Sec 001, 002); 3 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent study and supervised reading and research on subjects and problems not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

ApEc 4096 Professional Experience Program: Internship (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES jr or sr, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only; meets DELM req of classroom

Instructor: STAFF

Description: Professional experience in agribusiness firms or government agencies gained through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

ApEc 5031 Methods of Economic Data Analysis (Sec 001); 3 cr; prereq MATH 1271, Stat 5021, knowledge of matrix algebra; meets DELM req of classroom

Instructor: Carlin, Caroline S

Description: This course, targeted to graduate students in the Department of Applied Economics, is an intensive introduction to methods of economic data analysis, primarily delivered in lecture format. The objective of this course is to help you develop a solid understanding of basic econometric methods, and to prepare you for ApEc 5032. The course will begin with the classical linear model (CLM) applied to cross-sectional data, and discuss estimation of the model and inference about the estimation results. A significant portion of the class will focus on the consequences of violation of the CLM assumptions, introducing methods to diagnose and adjust for misspecification of functional form, heteroskedasticity, endogeneity (including omitted variables, measurement error and simultaneity), and sample selection. The course will conclude with a brief introduction to panel data, time series data and limited dependent variables. Methods will be illustrated in the context of the SAS programming language. Suggested exercises will be provided, to implement the techniques in SAS, but hands-on programming will not be required until ApEc 5032.

Class time: 90% lecture, 10% Discussion

Work load: 40 pages of reading per week, 3 exams, Homework/problem sets

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

Exam format: Short answer and problems

Course URL: <http://www.apec.umn.edu/faculty/ccarlin>

ApEc 5151 Applied Microeconomics: Firm and Household (Sec 001); 3 cr; prereq 3001 or Math 1271 or Math 2243 or equiv or grad student or instr consent; meets DELM req of classroom

Instructor: Coggins, Jay Steven

Description: Quantitative techniques for analysis of economic problems of firm and household. Links between quantitative tools

and economic analysis developed to understand economic theory and develop research skills. Quantitative tools include regression analysis and mathematical programming. Primarily for MS students, should be taken concurrently with Econ 5151.

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

Work load: 2 exams, 3-4 written assignments

Grade: 15% mid-semester exam(s), 45% final exam, 40% problem solving

Exam format: Essay/problems

ApEc 5511 Labor Economics

(Sec 001); 3 cr; prereq [[3001 or Econ 3101 or PA 5021], [PA 5032 or equiv], grad student] or instr consent; meets DELM req of classroom

Instructor: Davis, Elizabeth E

Description: This course examines the economics of labor markets, including theories of labor supply and labor demand, determination of wages, human capital theory, and unemployment. Both theoretical models and empirical applications will be discussed. The course will consider policy applications, including income tax and welfare policy, minimum wage laws, and discrimination. Rural and regional labor market analysis, migration, and characteristics of labor markets in developing countries will also be included. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings include both textbook and journal articles. Target audience is graduate students in applied economics, public policy, economics, family social sciences and other interested grad students. Background in intermediate microeconomics and undergraduate econometrics is expected.

Class time: 60% lecture, 40% Discussion

Work load: 80 pages of reading per week, 20 pages of writing per semester, 2 exams, Three homework assignments/applied exercises

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

Exam format: Essay, short answer, graphical analysis

ApEc 5651 Economics of Natural Resource and Environmental Policy

(Sec 001); 3 cr; prereq [[3001 or Econ 3101], [4611 or Econ 3611 or NRES 3261W]] or instr consent; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Easter, K William

Description: The course emphasizes the economics of natural resource use over time, natural resource scarcity or adequacy, environmental economics and mechanisms for pollution control and their implications for public policy. It will also include study of the use of economic analysis and benefit cost analysis in natural resource and environmental quality decisions made both by the public and private sectors. This course is designed to service two groups: (1) seniors and graduate students in Applied Economics, Public Affairs, Geography, Natural Resources, etc., for whom it is a terminal course, and (2) Applied Economics or Economics students who plan to take ApEc8601 and/or 8602. The course is organized around two lectures per week. However, discussion and questions are encouraged. Readings will be assigned that are on reserve.

Class time: 85% lecture, 15% Discussion

Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% problem solving

Exam format: Short essay

Course URL: <http://www.apec.umn.edu/faculty/weaster>

ApEc 5751 Global Trade and Policy

(Sec 001); 3 cr; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Smith, Pamela Jane

Description: Topics: This course examines global trade and

policy. Questions examined include: (1) What determines country exports and imports? (2) Who gains and who loses from trade, within countries and globally? (3) How do trade policies affect welfare, within countries and globally? (4) How do exchange rates affect trade? and (5) What trade and policy issues are currently being negotiated? Methods: Students will learn how to apply economic theories of trade and policy to answer the questions above. Text: Krugman, Paul and Maurice Obstfeld, "International Economics: Theory and Practice." New York: Harper Collins. Level: This course is designed for graduate students and advanced undergraduates.

Class time: 50% lecture, 50% Discussion

Work load: 30 pages of reading per week, 3 exams, 2 presentations

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

Exam format: Problem solving and short essay.

ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Special topics or individual work.

Class time: 10% Varies/individuals approach

Work load: Varies by instructor

Grade: 100% Varies

ApEc 5991 Special Topics and Independent Study in Applied Economics

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

Arabic

808 Social Sciences Tower: 612/624-9847

Arab 1101 Beginning Arabic

(Sec 001, 002); 5 cr; meets DELM req of classroom

Instructor: Khalek, Hisham A

Description: Arabic 1101 is the first in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class begins with learning the Alphabet and proceeds into learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The texts used are the Alif Baa and Al-Kitaab, Part One. Both by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture

Work load: 10 pages of reading per week, 2 exams, 6 quizzes and homework assignments

Grade: 20% mid-semester exam(s), 30% final exam, 20% quizzes, 10% class participation, 20% Homework

Exam format: Multiple choice and fill in the blank

Arab 3036 Islam: Religion and Culture

(Sec 001); Credit will not be granted if credit has been received for: HIST 3493, HIST 3493, HUM 3036, RELA 3036; 3 cr; meets CLE req of International Perspect Theme; meets

CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Farah, Caesar Elie

Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.

Class time: 65% lecture, 10% Discussion, 20% attendance

Work load: 25 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance

Exam format: Identification, short factual, analytical essays

Arab 3101 Intermediate Arabic I

(Sec 002); 5 cr; prereq 1102 or equiv or instr consent; meets DELM req of classroom

Instructor: Khalek, Hisham A

Description: Arabic 3101 is a continuation of Arabic 1102. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at familiarizing students with the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part One, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% Culture

Work load: 10 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, homework assignments

Grade: 15% mid-semester exam(s), 20% final exam, 15% quizzes, 5% in-class presentations, 10% class participation, 35% 15% written journals, 15% homework assignments, 5% oral exam

Exam format: Multiple choice, fill in the blank, and inference from reading short articles.

Arab 3541 Islam in the Catholic Age: Arab Phase 600 A.D. to 900 A.D.

(Sec 001); Credit will not be granted if credit has been received for: ARAB 5541, ARAB 5541, ARAB 5541, ARAB 5541, ARAB 5541, ARAB 5541, HIST 3541, HIST 3541, MELC 3541, MELC 3541; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Farah, Caesar Elie

Description: The main aim of the course is to study the history of Arab Islam from its inception until the end of the eleventh century. The course will dwell on conditions prevailing in Mecca at the birth of Islam and the role of the Prophet Muhammad in transforming Arabian society and inculcating it with new values and a strong sense of purpose. It will focus also on the rise of the Islamic or caliphal state, its expansion into a vast empire and the course of Arabization and Islamization that ensued under a number of successive dynasties following the breakup of the caliphates: Orthodox, Umayyad of Damascus, early Abbasid, Umayyad of Spain, from 632 until the advent of the Selcuk Turks ca. 1050.

Work load: 30 pages of reading per week

Grade: 20% mid-semester exam(s), 35% final exam, 10% in-class presentations, 15% class participation, 20% a term paper or book report

Exam format: identifications, short essays, analytical essays

Arab 5101 Advanced Arabic I**(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 3102 or equiv or instr consent; meets DELM req of classroom****Instructor:** Khalek, Hisham A

Description: Arabic 5101 is a continuation 3102 and the first in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students' knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 20% lecture, 20% Closed Circuit TV, 60% Discussion**Work load:** 15 pages of reading per week, 30 pages of writing per semester**Grade:** 10% class participation, 0% 50% written journals, 20% translations, 15% homework assignments, 5% oral examination**Architecture****110 Architecture Building: 612/624-7866****Arch 1281 Design Fundamentals I****(Sec 001, 002); 4 cr; A-F only; meets DELM req of classroom****Instructor:** Van Duzer, Leslie Kathryn

Description: Design Fundamentals I exposes students to the breadth of the discipline of architecture through lectures, films, hands-on studio work, and field trips. Students are introduced to core design principles with an emphasis on the interdisciplinary nature of the field. Design Fundamentals I will help students generate the design work required for admission to all of the architecture programs.

Arch 1301 Introduction to Drawing in Architecture**(Sec 001-005); 4 cr; A-F only; prereq Arch major; no prereq in summer; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** STAFF

Description: This course is meant to introduce an architectural way of visual thinking. It is also intended to familiarize the students with basic concepts of visual notation, techniques, and skills. The educational objectives of Arch 1301 are to enhance students' abilities to see visual phenomena such as space, light, and/or form; to teach students how to combine seeing with drawing in the way that is specific to the discipline and profession of architecture; to introduce drawing as a process of visual exploration; to introduce architectural concepts and systems of visual notations and the basic drawing skills and techniques (free-hand sketching and hard-line drafting). Note: Requirements may vary depending on the instructor who teaches a particular section.

Class time: 10% lecture, 20% Discussion, 70% drawing exercises**Work load:** 5 pages of reading per week, 1 review, 3-5 drawing studies (14" x 17" size) per week**Grade:** 20% class participation, 0% 60% three graded reviews; 20% final assignment**Exam format:** review of drawing**Arch 3301 Drawing for Design in Architecture****(Sec 001, 002); 3 cr; A-F only; prereq 1301, [Arch or BED major]; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** STAFF

Description: This is a follow-up course for Arch/LA 1301. It is intended to explore ways of seeing and ways of exploring concepts behind objects, buildings, and places. These explorations will include: historical and theoretical aspects of depicting architecture that may be found in paintings and architectural drawings; concepts of structure and order of form; conventional and experimental strategies for depicting space, light, and "time" (i.e. projection systems, multiple, and sequential drawings); pencil, pastels, and ink drawing techniques and skills. Though nothing will be "designed" in this course, the educational objective of this sequence of exercises is to introduce issues and develop skills which are essential for a design studio. Note: Requirements may vary depending on the instructor who teaches a particular section.

Class time: 10% lecture, 20% Discussion, 70% drawing exercises**Work load:** 10 pages of reading per week, 1 review; 2-6 drawing studies (14" x 17" size) per week**Grade:** 25% class participation, 0% 50% final portfolio; 25% final assignment**Exam format:** review of drawings**Arch 3351 AutoCAD I****(Sec 002); Credit will not be granted if credit has been received for: ARCH 5351, LA 5351, ARCH 5351, LA 5351, ARCH 5351, ARCH 5351; 3 cr; prereq Arch major or BED major or instr consent ; meets DELM req of classroom****Instructor:** Anderson, Kristine

Description: Basic concepts, tools, and techniques of computer-aided drawing with current AutoCAD Release. Strategies and techniques for producing dimensioned and annotated drawings suitable for plotting, and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, and symbols

Arch 3351 AutoCAD I**(Sec 001); Credit will not be granted if credit has been received for: ARCH 5351, LA 5351, ARCH 5351, LA 5351, ARCH 5351, ARCH 5351; 3 cr; prereq Arch major or BED major or instr consent ; meets DELM req of classroom****Instructor:** Dozier, James

Description: Basic concepts, tools, and techniques of computer aided drawing with current AutoCAD release. Strategies and techniques or producing dimensioned an annotated drawings suitable for plotting and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, symbols, and the creation of customized menus.

Arch 3411 Architectural History to 1750**(Sec 001, 008, 012); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom****Instructor:** Satkowski, Leon

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

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

Exam format: Essay, slide ID

Arch 3711V Honors: Environmental Design and the Sociocultural Context
(Sec 001); 3 cr; prereq Honors, [soph or jr or sr]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Robinson PhD, Julia Williams

Description: Architecture 3711V explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession's responsibility to the human community and its shared environment -- global, national, regional, local, and ethnic. The instructors' goal for the class is to help students: Realize that the environment is a cultural medium; that places both shape, and are shaped by, everyday practices; develop the ability to "read" and interpret places as not only aesthetic, but cultural artifacts; apply specific methods and tools in describing analyzing and interpreting spaces, places & structures; and analyze and critique the design professions and their role in determining the general welfare of society. Through the study of environments students are expected to learn (1) how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments in time, and (2) how built artifacts effect us through our bodies--sensory perception and movements mediated by our societally-formed expectations.

Arch 3711W Environmental Design and the Sociocultural Context

(Sec 001); 3 cr; prereq Soph or jr or sr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Robinson PhD, Julia Williams

Description: Architecture 3711W explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession's responsibility to the human community and its shared environment -- global, national, regional, local, and ethnic. The instructors' goal for the class is to help students: Realize that the environment is a cultural medium; that places that both shape, and are shaped by everyday practices; Develop the ability to "read" and interpret places as not only aesthetic, but cultural artifacts.; Apply specific methods and tools in describing analyzing and interpreting spaces, places & structures and; Analyze and critique the design professions and their role in determining the general welfare of society. Through the study of environments students are expected to learn (1) how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments in time, and (2) how built artifacts effect us through our bodies' sensory perception and movements mediated by our societally-formed expectations.

Arch 4321 Architecture in Watercolor

(Sec 001); Credit will not be granted if credit has been received for: ARCH 5321, ARCH 5321, ARCH 5321, ARCH 5321; 3 cr; A-F only; prereq 3301 or instr consent ; meets DELM req of classroom

Instructor: Fogg, Monica

Description: Watercolor as a tool in design process. Foundation principles, techniques, medium, tools, materials. Color relationships, mixing, composition, applications to design.

Arch 4361 3-D Computer Architectural Modeling and Design
(Sec 001, 002); Credit will not be granted if credit has been received for: ARCH 5361, ARCH 5361, ARCH 5361, ARCH 5361; 3 cr; A-F only; prereq 3351, Arch major; meets DELM req of classroom

Instructor: Dozier, James

Description: This class explores the use of 3-D computer modeling as a tool for representation in both abstract and realistic ways. Students will gain a good basic working knowledge of computer modeling software through assignments that include the creation and arrangement of objects, setting up lighting, developing surface materials, and creating still renderings and animations. The class also explores ways in which computer visualization can be used throughout the design process for: design exploration, feedback during the development of design ideas, and realistic representation of fully formed designs.

Arch 4445W Suburbia

(Sec 001); Credit will not be granted if credit has been received for: ARCH 5445, ARCH 5445, ARCH 5445; 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Archer, John !!Arthur Motley Exemplary Tch Aw!!

Description: Over half of all Americans live and work in suburbia. It is a physical and cultural terrain that embodies many of America's most cherished ideals, yet consistently it is blamed for much of what is wrong with the country. "Suburbia" remains a term that defies simple definition--historically, geographically, politically, demographically, or architecturally. This course examines the historical circumstances that gave rise to modern suburbia as we know it, beginning in 18th century England and continuing to the present day, with the greatest emphasis on the United States. Central issues for examination include design, planning, politics, domesticity, family, transportation, technology, and economy. The course also examines how suburbia has altered the balance in American society of high, low, and popular culture, and has changed the course of American politics, economy, work, family, and domesticity. The course examines specific sites and designs, as well as representations of suburbia in such media as film, television, advertising, popular literature, and music. Lectures and readings are organized around such topics as: suburbia in music and film; house, yard, and neighborhood; family and domesticity; automobile culture and consumption; edge cities, new urbanism and sprawl. The course is offered simultaneously through Cultural Studies and Comparative Literature (CSCL) and Architecture (Arch).

Class time: 100% lecture

Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

Exam format: essay

Arch 4571 Introduction to Structures

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

Instructor: Strothman, Susan C

Description: Influence of history/culture on architecture/structure. Structural mechanics, analysis, and form finding. Structural design by experimental, qualitative/intuitive, and quantitative methods. Vector-/form-active structural systems, funicular structures, bending/compression elements, plates/grids, tensile architecture, shells. Description of traditional construction materials.

Art

Regis Center for Art: 612/625-8096

ArtS 1001W Concepts in Visual Art

(Sec 001, 002); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Concepts of visual art-making in contemporary and historical contexts. The media, environment, and concerns of the practicing artist. Creative process, visual expression, criteria. Aesthetic foundation for beginning studio courses. Visiting

artists, museum and gallery visits, creative presentations.
Required of all art majors.

ArtS 1101 Drawing

(Sec 002); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Gray, Lynn Arlyn Lindberg, Evonne C

Description: Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

ArtS 1101 Drawing

(Sec 007); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Kuhr, Alexis Lindberg, Evonne C

Description: Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

ArtS 1101 Drawing

(Sec 001, 003, 008-012); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

ArtS 1102 Painting

(Sec 001-004); 4 cr; prereq 1101 or instr consent; Note: Students without stated prerequisites will not be allowed to continue in this course.; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to painting with attention to understanding and applying the fundamental principles of spatial organization and color interaction.

ArtS 1301 Sculpture

(Sec 001, 006-007); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: An introduction to sculptural practice examining materials, methods, concepts, and history with emphasis on the correlation between concepts and materials. Work in clay, plaster, metal, and wood.

ArtS 1501 Printmaking: Intaglio and Lithography

(Sec 001-003); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: 1501-005 Introduction to Printmaking: Relief and Intaglio. This is an introductory course that explores the concepts and techniques of intaglio processes and relief approaches of woodcut and linoleum as fine art. Students acquire skill and understanding into the aesthetics of the print, the role of the multiple and the nature of graphics as it relates to personal expression. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.

Class time: 40% lecture, 30% Discussion, 30% Laboratory

Work load: 1 exams, 1 papers, mid-semester and final portfolio

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

Exam format: short answer, multiple choice

ArtS 1502 Printmaking: Relief, Screen, and Digital

(Sec 001, 002); 4 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to techniques of relief (linoleum and woodcut), screenprint and digital printmaking. Historical approaches and use through contemporary materials, concepts and practices. Emphasis on the interrelationship of process, materials and ideas.

ArtS 1601 Time and Interactivity

(Sec 001-005); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: This course is intended for the beginning level or non-experienced student interested in exploring new tools, technologies and processes in electronic and digital art. The class includes assignments focused on digital imaging making, digital video, digital sound, digital animation, interactive processes and basic programming languages. Students will explore the developing aesthetic and theoretical domains presented with the intergration of new technologies into creative art practice.

Class time: 20% lecture, 20% Discussion, 60% 60% creative art production

Grade: 10% in-class presentations, 20% class participation, 70% Production and critical evaluation of student art projects

ArtS 1701 Photography

(Sec 001-005); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: Course presents conceptual, technical, and historical aspects of photography within the fine arts context. Emphasis on the creative process through hands-on experience in use of camera, film development, enlarging, and printing. Silver processes. Student needs a 35mm, single lens reflex film camera. .

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

Work load: 1 exams, students will be need to attend approximately 4 hours of open lab sessions in order to complete thier work.

Grade: 15% mid-semester exam(s), 30% final exam, 20% in-class presentations, 25% lab work, 10% problem solving

Exam format: performance

ArtS 1702 Digital Photography

(Sec 002); 4 cr; meets DELM req of classroom

Instructor: Hallman, Gary L Lindberg, Evonne C

Description: Beginning with an overview of the digital workflow ArtS 1-702 introduces conceptual, technical and historical aspects of digital photography within a fine arts context. The course emphasizes photography as a creative medium and will introduce creative strategies and studio practice in the digital lab. It covers the technical process of digital photography, from camera operation and the essential techniques of image capture with camera and scanners, image management with imaging and related software, to final print output. The course offers a brief historical overview of fine art practice in conventional silver photography and its relationship to current digital technologies. Classroom discussions and required readings help development the critical skills used to understand how photographs function aesthetically and conceptually as well as how they are used within a society and culture. The course includes presentations and discussions on contemporary practice in the medium, visits to current exhibitions and classroom visits by artists to provide an informed context for the primary course objective, an understanding of the process of art and the insights gained through the experience of producing ones own photographic work.

Class time: 30% lecture, 20% Discussion, 25% Laboratory, 25% Creative work on location outside of class.

Work load: 70 pages of reading per week, 5-10 pages of writing per semester, Approximately six course assignments consisting of two to ten photographic pieces.

Grade: 5% written reports/papers, 5% quizzes, 20% class participation, 30% lab work, 40% problem solving

Exam format: Production of creative photographic work in

response to course assignments.

ArtS 1702 Digital Photography

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

Instructor: STAFF

Description: Introduction to conceptual, technical and historical aspects of photography as a creative medium using digital technology. Digital image capture, related software, digital output and studio procedures. Historical issues, contemporary practice.

ArtS 1801 Ceramics

(Sec 001, 006); 4 cr; meets CLE req of Other Humanities

Core; meets DELM req of classroom

Instructor: Lane, Thomas J Lindberg, Evonne C

Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 1801 Ceramics

(Sec 003-005); 4 cr; meets CLE req of Other Humanities

Core; meets DELM req of classroom

Instructor: STAFF

Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 3303 Sculpture: Metalcasting

(Sec 001); 4 cr; prereq 1001, 1301; Note: Students without stated prerequisites will not be allowed to continue in this course.; meets DELM req of classroom

Instructor: STAFF

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

Class time: 5% lecture, 10% Discussion, 85% Demonstrations, critique, studio work in the foundry

Work load: 10 pages of reading per week, 1 papers

Grade: 20% written reports/papers, 10% quizzes, 60% Creative work in Cast Metal

Exam format: Individual and group critique

ArtS 3444 Major Project

(Sec 001-022); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: The major project in Art is intended to be a "capstone" experience for the senior majoring in Art. It is a required course for graduation with a major in art. All BA students majoring in art will participate in a group exhibition in the Regis Center Public Spaces scheduled near the end of the graduating semester. The student can include work in any format, from previous or current courses or independent studies, that they consider representative of their best work. The minimum experience (1 credit) involves participation in a series of meetings with the DUS at pre-announced times. At these meetings, students develop professional skills (preparation of resume, artist's statement, exhibition protocols, etc). Students

also attend a variety of departmental presentations, visiting artist lectures, exhibitions. A second option is for students who want to self-design a project (1-3 credits) with an individual, regular faculty member. Through the self-designed project, students are encouraged to clarify their own visual concepts. For the individually designed experience, students must complete the Major Project Proposal Contract available from the Art Advising Office, E223 Regis Center.

ArtS 3496 Internship in the Arts

(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq BFA Art major, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: The internship requirement for students in the BFA Art program may be satisfied through field work at local, regional or national arts organizations or with professional artists. BFA candidates gain experience in activities or in the administration of art or art-based organizations. Student and host organization or artists file a mutual contract approved by the student's BFA Faculty Mentor prior to registration; student and host provide written evaluation of the internship experience at the end of the specified experience.

Art History

338 Heller Hall: 612/624-4500

ArtH 1002W Why Art Matters

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

Instructor: Asher, Frederick M

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

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

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

ArtH 1909W Topics: Freshman Seminar

(Sec 001); 3 cr; prereq freshman; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Silberman, Robert B !!CCE Distinguished Tchg Award!!

Description: Contemporary Cinema - This course will explore the full range of contemporary cinema, including large-budget studio films and low-budget indies, fiction films and documentaries, animation and avant-garde experiments, films from the United States and films from around the world. We will consider these works from a variety of perspectives - economic, social, political, aesthetic - and examine the shifting relationship between the cinema as a theatrical form and other forms of media culture including television and the Internet.

Work load: 20 pages of reading per week, 20 pages of writing per semester, One current film per week in a theater or other public venue; one other film per week on DVD.

ArtH 1921W Introduction to Film Study

(Sec 001); Credit will not be granted if credit has been received for: CSCL 1921, CSCL 1921W, CSCL 1921W, CSCL 1921W, CSCL 1921, CSCL 1921; 4 cr; prereq =CSCL 1921W; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Silberman, Robert B !!CCE Distinguished Tchg Award!!

Description: This course provides an introduction to the fundamentals of film analysis and media study. Readings and lectures cover the technical, economic, social, and cultural aspects of film, from how the film industry and studios work to how films are marketed in the mass media and exhibited. Primary emphasis is on feature-length narrative fiction films, but attention is also paid to documentaries, animation, avant-garde and experimental film and video, television (news, sit-coms, soaps, sports, MTV, etc.), and New Media. The lectures and discussions will consider the relationship between the media and other areas of culture (politics, the music business, the mall world) and between film studies and other areas of knowledge (social history, literary study, art history, etc.). The history of film and media studies as a discipline is also considered. The course uses detailed analysis of a series of films, including Murnau's "Nosferatu," John Ford's "Stagecoach," Michael Curtiz's "Casablanca," Jean-Luc Godard's "Breathless," Ridley Scott's "Blade Runner," Spike Lee's "Do the Right Thing," and David Russell's "Three Kings" to develop an understanding of the basic concepts of film analysis and the basic elements of film production and distribution. These films also provide an ideal arena for exploring questions about the cinematic representation of minorities, gender roles, and the relationship between Hollywood and foreign film industries.

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

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Participation in discussion sections is required; The required textbook is Bordwell and Thompson's "Film Art: An Introduction."

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

Exam format: Exams include Short answer (ID, multiple choice, definition + example) and take-home essays.

ArtH 3009 History of Medieval Art

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

Instructor: Steyaert, John W

Description: The course surveys major representative works of Medieval European architecture, sculpture, painting and the minor arts from Early Christian through Gothic (300-1400 C.E.). The material is presented in lectures illustrated by slides and supplemented by a study of originals in the Minneapolis Institute of Art. Principal textbook: H. W. Janson, "History of Art." Lectures emphasize: 1. an analysis of important monuments in terms of salient characteristics of subject and style; 2. a discussion of their place in a historical development, conditioned by changing social function. Target audience: all undergraduates. No prior art history background is required. Students will use the Art History Department's Visual Resources Center Web Site.

Class time: 75% lecture, 25% Discussion

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

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

Exam format: Slide identification and discussion; essay (on final, take-home essay)

ArtH 3012 19th and 20th Century Art

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

Instructor: Weisberg, Gabriel

Description: Major monuments and issues of modern period: sculpture, architecture, painting, and prints. Movements include neo-classicism, romanticism, realism, impressionism, evolution of modernism, symbolism, fauvism, cubism, dadaism, surrealism,

abstract expressionism, pop art, conceptualism, and post-modernism. A term paper, based on a close reading and interpretation of a selected painting or sculpture in the MIA Collection will be required. Course Requirements: Mid-term, Final Exam and a Term Paper.

ArtH 3015W Art of Islam

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

Instructor: Asher, Catherine B

Description: Learn about the importance of art and architecture in the development of Islamic society and culture. This course will focus on the Art of Islam from the origins of Islam to the present, covering much of the Islamic world. Focus will be on architecture and painting, among other arts. The cultural, political and religious milieu, as well as the role of the patron under which art works were created, will be discussed. The material will be approached geographically and chronologically; throughout the course the features and themes that unify the diverse artistic trends and styles produced throughout the Islamic world will be discussed. All slides will be available for viewing on the course web site.

Class time: 80% lecture, 15% Discussion, 5% a once a week section is also part of the class

Work load: 15 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 short papers one of which must be rewritten

Grade: 25% final exam, 35% written reports/papers, 20% quizzes, 10% class participation, 10% log book which is written in class

Exam format: short essay

Course URL:

<http://www.artist.umn.edu/classes/AH3015/fall2007/>

ArtH 3975 Directed Museum Experience

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

Instructor: STAFF

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

Class time: 100% On-site internship.

Work load: Min. 10 hours per week for two credits.

Grade: 0% Grade (S-N) recommended by intern supervisor.

ArtH 5324 15th-Century Painting in Northern Europe

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

Instructor: Steyaert, John W

Description: This course focuses on: 1) French International Gothic manuscript painting (Bondol, Limbourg Brothers, Boucicaut Master) and sculpture (Beauneveu, Sluter) as background; and, 2) An in-depth study of Flemish realism in panel painting (Van Eyck Brothers, Robert Campin, Rogier van der Weyden). Works are considered in terms of style, subject matter and symbolism, patronage, audience, and general social function.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay, and slide identification and analysis

ArtH 5413 Alternative Media: Video, Performance, Digital Art

(Sec 001); 3 cr; A-F only; prereq 3464 or instr consent; meets DELM req of classroom

Instructor: Blocker, Jane M

Description: This course will look both thematically and historically at the development of alternative media in the 20th

and 21st centuries. It will consider how these media, including performance, happenings, video art, installation, and digital art, involve re-conceptualizing artistic production and reception. Students will read texts written by artists, musicians, scientists, philosophers, and novelists, which are grouped into themes such as "archive," the "cyborg," and "authoring." Students will be asked to read these critical texts, participate in discussions, and write three essay exams for which questions will be given in advance.

Class time: 50% lecture, 50% Discussion

Work load: 30-50 pages of reading per week, 20-25 pages of writing per semester, 3 exams

Grade: 30% mid-semester exam(s), 35% final exam, 10% class participation, 25% second midsemester exam

Exam format: essay

Course URL: <http://www.arthist.umn.edu/classes/ah5413/>

Arth 5785 Art of Islamic Iran

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

Instructor: Asher, Catherine B

Description: This course will consider the development of Iranian art and architecture from the introduction of Islam in the 7th century to the present. Muslim rulers brought new customs, which meld with older Iranian traditions producing a culture unique in the Islamic world. Throughout this course we will question which art forms are universally Islamic and which are unique to the region. We will probe which ideas and their visual manifestation seem to be inherently Iranian, asking which ones transcend dynastic, linguistic, geographic and religious differences and which forms and ideas are consistent throughout these periods of political and ideological change. Among the works we will consider are paintings from the Book of Kings, the Iranian national epic, the magnificent city of Isfahan, the palaces of the Pahlavi Shahs, the tomb of Khomeini and contemporary Iranian films such as Color of Paradise, Taste of Cherry and Children of Paradise. This class will be a combination of lecture and discussion. Undergraduates will write a 8 - 10 page research paper; graduate students should see the instructor for requirements.

Class time: 75% lecture, 25% Discussion

Work load: 30 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 take home essays

Grade: 30% written reports/papers, 10% class participation, 60% Take home essay (20% each)

Exam format: essay

Course URL: <http://students.wisc.edu/expected> to use the Art History Dpt's Visual Resource Center Database

Asian Languages and Literatures

453 Folwell Hall: 612/625-6534

ALL 1905 Freshman Seminar: Religion and Modern Society

(Sec 003); 3 cr; max crs 6; A-F only; prereq freshman; meets DELM req of classroom

Instructor: Sahota, Guriqbal Singh

Description: This course introduces students to the most important philosophical and theoretical stances on religion after the rise of capitalism. The course is divided into three parts. First we will concentrate on the general tenor of Enlightenment thinkers' critiques of superstitious practice and dogmatic belief in favor of reason and science. Especially important here will be the assessments of the essence, role, and place of religion in modern society by post-Enlightenment thinkers such as Marx, Weber, Durkheim, and Freud. In the second part, we will look specifically at the colonial world. Our aim will be to interpret the kinds of transformations Western domination wrought in places like India, Egypt, and the Philippines, and the impact these transformations had in turn on Western metropolitan centers. Finally, we will turn to contemporary society and engage with the question of religion and politics in the post 9/11 world. What do the various fundamentalisms of the late twentieth century share in common? What kinds of problems do they highlight in modern

society and what sorts of socio-political conflicts do such neo-traditional religious ideologies perpetuate? Over the course of the semester, we will cover essential topics such as conversion, ritual, standardization, and the norms of liberal-secular society. .

Class time: 70% lecture, 30% Discussion

Work load: 40-50 pages of reading per week

ALL 3265W The Fantastic in East Asia: Ghosts, Foxes, and the Alien

(Sec 001); 3 cr; prereq Some coursework in East Asia recommended; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Rouzer, Paul F

Description: An investigation into aspects of the weird, the strange, and the fantastic in premodern and modern narrative in East Asia. In comparison to Western conceptions of the Fantastic and the Supernatural, we will look at what the "strange" might mean in a culture that does not share the same cultural and religious assumptions as the West. For example, what defines the human and the non-human? What role do gender presumptions play in constructing a fantastic Other? What impact do the cosmology and the soteriology of Buddhism have in this world? Also, how does this perspective affect how the modern Fantastic manifests itself in China and Japan - particularly in film and anime?

Class time: 60% lecture, 40% Discussion

Work load: 50-100 pages of reading per week, 12-15 pages of writing per semester, 1 exams

Grade: 30% final exam, 60% written reports/papers, 10% class participation

Exam format: Take home; short answer.

ALL 3900 Topics in Asian Literature: Documenting China:

Photography & Social Change

(Sec 004); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Brash, Carol S

Description: This course is held in conjunction with an exhibition at the Weisman Art Museum, Documenting China: Contemporary Photography and Social Change. Students will have the opportunity to examine and discuss art in the exhibition space as well as in the classroom. In addition to doing close readings of primary texts (the objects in the exhibition), the class will also investigate secondary texts from a variety of disciplines with the aim of placing the objects, the themes explored in the exhibition, and the exhibition itself in context. The class will also participate in other programming related to the exhibitions, including the possibility of working on a complementary exhibit of documentary photographs of China submitted by the public. There will be one required field trip to the Minnesota Center for Photography late in the semester. More information about the exhibition may found

at: <http://www.sites.si.edu/exhibitions/exhibits/china/main.htm>

Class time: 50% lecture, 50% discussion (including time in the gallery each week)

Work load: 60 pages of reading per week, 8-12 pages of writing per semester including assignments and 1 final project; weekly response writings; 1 oral report; group exhibition project

Grade: 10% class participation, 0% 30% final project, 20% take-home response writings, 30% assignments (includes oral report), 10% group exhibition project

Exam format: take-home response writings

ALL 3900 Topics in Asian Literature: The Geisha

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

Instructor: Pradt, Sarah

Description: Google "geisha" and you get 8.5 million results. Why? This course explores literature, visual art, film, and digital media, asking: What are the histories of literary, visual, and film images depicting geisha in both Japan and the U.S.? What are some key historical contexts of geisha in Japanese culture?

What are some of the motivations for the persistence of stereotyped images of geisha? What are some counter-representations? All readings in English.

Class time: 35% lecture, 45% Discussion, 20% screenings of film and video clips

Work load: 50~75 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers, project (may be collaborative) using visual/digital media

Grade: 15% mid-semester exam(s), 20% written reports/papers, 15% special projects, 15% in-class presentations, 35% class participation

Exam format: Short answer and essay.

ALL 3900 Topics in Asian Literature: The White Man's Burden and Other Colonial Fictions (Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Sahota, Guriqbal Singh

Description: The pro-imperialist Anglo-Indian writer Rudyard Kipling urged his audience to "Take up the White Man's burden / Send forth the best ye breed / Go bind your sons to exile / To serve your captives' need; / To wait on heavy harness / On fluttered folk and wild / Your new caught, sullen peoples / Half devil and half child." Kipling's famous lines provoke one of the essential questions of this course: What kinds of fictions sustained imperial ideology from the late eighteenth to the early twentieth century? The other main question of the course is: In what way exactly were Asian societies impacted by Western domination? The colonial fictions we will cover include secure domestic spheres, imperial salvation, martial races, golden ages, ancient lineages, harmonious communities, and liberal futures. The British Empire will be the focus, but we will also touch on Dutch, French, and late Spanish imperial orders. Among the Asian regions, India will be the center of gravity, but Java, Indochina, and the Philippines will also be discussed. As for genres of discourse, the novel will be central, but other kinds of writing will be analyzed. The essential connections between ideology, fiction, and truth will be worked out. Graduate students will have the opportunity to advance their learning in theories of ideology and various problems in postcolonial thought.

Class time: 60% lecture, 40% Discussion

Work load: 60 pages of reading per week, 12 pages of writing per semester

ALL 3990 Directed Study

(Sec 001); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Allen, Joseph R

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study

(Sec 002); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Anderson, Mark

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study

(Sec 003); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Marran, Christine L

Description: Individual reading and study with guidance of a

faculty member of topics not covered in regular courses.

Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study

(Sec 004); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: McGrath, Jason

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study

(Sec 007); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Rouzer, Paul F

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 4900W Major Project

(Sec 001, 007, 009); 1 cr; A-F only; prereq [ALL major, sr, instr consent]; meets CLE req of Writing Intensive; meets DELM req of independent study

Instructor: STAFF

Description: Directed research/writing on a topic selected according to individual interest and in consultation with faculty adviser. Usually taken in conjunction with an advanced language or literature course. All students must fill out a major project contract form (available in 453 Folwell) prior to registering for the course. A copy of the completed project must be submitted to the department office for inclusion in the student's major file before the final grade for this course will be posted to the official record of the student. A-F only. Prerequisites: ALL major, senior, and instructor consent.

ALL 5900 Topics in Asian Literature: The White Man's Burden and Other Colonial Fictions

(Sec 001); 4 cr; max crs 16, 4 repeats allowed; meets DELM req of classroom

Instructor: Sahota, Guriqbal Singh

Description: The pro-imperialist Anglo-Indian writer Rudyard Kipling urged his audience to "Take up the White Man's burden / Send forth the best ye breed / Go bind your sons to exile / To serve your captives' need; / To wait on heavy harness / On fluttered folk and wild / Your new caught, sullen peoples / Half devil and half child." Kipling's famous lines provoke one of the essential questions of this course: What kinds of fictions sustained imperial ideology from the late eighteenth to the early twentieth century? The other main question of the course is: In what way exactly were Asian societies impacted by Western domination? The colonial fictions we will cover include secure domestic spheres, imperial salvation, martial races, golden ages, ancient lineages, harmonious communities, and liberal futures. The British Empire will be the focus, but we will also touch on Dutch, French, and late Spanish imperial orders. Among the Asian regions, India will be the center of gravity, but Java, Indochina, and the Philippines will also be discussed. As for genres of discourse, the novel will be central, but other kinds of writing will be analyzed. The essential connections between ideology, fiction, and truth will be worked out. Graduate students will have the opportunity to advance their learning in theories of ideology and various problems in postcolonial thought.

Class time: 60% lecture, 40% Discussion

Work load: 60 pages of reading per week, 12-15 pages of writing per semester

ALL 5990 Directed Study

(Sec 001); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Allen, Joseph R

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study

(Sec 002); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Anderson, Mark

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study

(Sec 003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Marran, Christine L

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study

(Sec 004); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: McGrath, Jason

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study

(Sec 007); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: Rouzer, Paul F

Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

Astronomy

356 Tate Laboratory of Physics:
612/624-0211

Ast 2990 Directed Studies

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq 1 yr calculus, Phys 1302, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4299H Senior Honors Astrophysics Research Seminar

(Sec 001); 1 cr; max crs 2, 1 repeat allowed; prereq upper div honors student in IT or CLA, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

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

Ast 4990 Directed Studies

(Sec 001-011); 1-5 cr; max crs 5, 1 repeat allowed; prereq 2001, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4994W Directed Research

(Sec 001-011); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Independent research in observational or theoretical astrophysics. Senior Thesis for undergraduate astrophysics majors. Arrange with a faculty member.

Biochemistry

140 Gortner Lab of Biochemistry:
612/624-7755

BioC 4793W Directed Studies: Writing Intensive

(Sec 001-005); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Individual study on selected topics of problems. Emphasizes readings, use of scientific literature. Writing Intensive.

BioC 4794W Directed Research: Writing Intensive

(Sec 001, 003-011); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Laboratory or field investigation of selected areas of research. Writing Intensive.

BioC 4993 Directed Studies

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Individual study on selected topics or problems with emphasis on selected readings and use of scientific literature.

BioC 4994 Directed Research

(Sec 001-028); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: Laboratory or field investigation of selected areas of research.

Class time: 50% lecture, 50% Laboratory

Work load: 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes

Grade: 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving

Exam format: short answer, multiple choice, fill-in, matching

Course URL: <http://www.cbs.umn.edu/class/biol/1002/>

Biology

123 Snyder Hall: 612/624-2244

Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives

(Sec 001, 030, 050, 090); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1009H, BIOL 1009H; 4 cr; Credit will not be granted if credit has been received for: 1009; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: STAFF

Description: This course is intended for non-biology majors who need to satisfy CLE requirements for a biology course with lab and also for biology majors as the first course of a two-semester introductory biology sequence. This course covers general evolutionary and ecological principles, emphasizing biological diversity from genetic variation to the diversity of species and ecosystems. Topics include scientific inquiry, history of evolutionary thought, principles of genetics, the nature of variation, ecology of populations, behavioral ecology, human evolution, and genetic, evolutionary and ecological perspectives on issues concerning human diversity, human population growth, health, agriculture and conservation. Laboratory is in a 2-hour block, which is designed to involve students in investigation, problem solving, and discovery. Lab sections 02-11 have a special focus on Evolution: Biology of Sex. These sections of the course are designed to address general biological principles from the standpoint of the evolution of sexual reproduction and the genetics and biology sex determination, as well as an understanding of human reproduction, development, and disease transmission.

Class time: 65% lecture, 35% Laboratory

Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments

Grade: 33% mid-semester exam(s), 25% final exam, 15% written reports/papers, 16% quizzes, 4% in-class presentations, 7% problem solving, 0% homework

Exam format: multiple choice lecture exams

Course URL: <http://genbiol.cbs.umn.edu>

Biol 1002V Introductory Biology II: Molecular, Cellular, and Developmental Perspective

(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; Credit will not be granted if credit has been received for: 1009; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Biol 1002 is intended for undergraduate biology majors. A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.

Biol 1002W Introductory Biology II: Molecular, Cellular, and Developmental Perspective

(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; Credit will not be granted if credit has been received for: 1009; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Biol 1002 is intended for undergraduate biology majors. A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.

Class time: 50% lecture, 50% Laboratory

Work load: 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes

Grade: 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving

Exam format: short answer, multiple choice, fill-in, matching

Course URL: <http://www.cbs.umn.edu/class/biol/1002/>

Biol 1009 General Biology

(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1001, BIOL 1001, BIOL 1001, BIOL 1009H, BIOL 1009H; 4 cr; prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: STAFF

Description: An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

Class time: 55% lecture, 45% Laboratory

Work load: 50 pages of reading per week, 3 exams, 1 papers

Grade: 34% mid-semester exam(s), 21% final exam, 10% written reports/papers, 25% quizzes, 10% Unannounced lecture quizzes

Exam format: multiple choice lecture exams

Course URL: <http://genbiol.cbs.umn.edu>

Biol 1009H Honors: General Biology

(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1001, BIOL 1001, BIOL 1001; 4 cr; prereq high school chemistry, honors; one term of college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W.; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

Class time: 55% lecture, 45% Laboratory

Work load: 50 pages of reading per week, 3 exams, 1 papers

Grade: 34% mid-semester exam(s), 21% final exam, 10% written reports/papers, 25% quizzes, 10% Unannounced lecture quizzes

Exam format: multiple choice lecture exams

Course URL: <http://genbiol.cbs.umn.edu>

Biol 1020 Biology Colloquium

(Sec 001-003); 1 cr; max crs 2; S-N only; meets DELM req of classroom

Instructor: Hanna, Kathryn L

Description: This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs, and small-group tours to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, or behind-the-scenes at the Minnesota Zoo. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the Colloquium student room, or participating in the optional Itasca weekend. Students may begin the Colloquium class any semester and take it two times.

Class time: 40% lecture, 10% Discussion, 50% Visits to labs and other field trips

Work load: 14 pages of writing per semester

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

Course URL: <http://biosci.cbs.umn.edu/bcq/>

Biol 1093 Biology Colloquium: Directed Study

(Sec 001); 1 cr; S-N only; prereq 1020 and concurrent enrollment 1020; meets DELM req of classroom

Instructor: Hanna, Kathryn L

Description: This course allows students early in their studies to explore various biology disciplines through an independent project under the supervision of a faculty sponsor. The Colloquium student leaders will help you find the biology-related project that fits your interests and allows you to earn University credit. To be eligible, students must have taken one previous Biology Colloquium class (Biol 1020) and also be concurrently enrolled in the Biology Colloquium (Biol 1020).

Class time: 100% Independent project

Course URL: <http://biosci.cbe.umn.edu/beq/>

Biol 1905 Freshman Seminar for the Biological Sciences

(Sec 014); 1-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq freshman; meets DELM req of classroom

Instructor: STAFF

Description: How does an egg develop into an entire animal? How does this process change over evolutionary time to create a huge variety of animal forms? How different are humans from other primates? We will explore these questions, and examine how molecular biology and the flood of genomic DNA sequencing data have helped to reunite the fields of evolutionary and developmental biology. Students will be expected to complete assigned readings, to demonstrate that they are prepared for each class meeting and to actively participate in class discussions. Short written or oral assignments will be given through the semester. "Endless Forms Most Beautiful: The New Science of Evo Devo and the Making of the Animal Kingdom" by Sean Carroll will be the textbook; additional readings will be assigned later, based partly on student interests.

Biol 2001 Career Planning for Biologists

(Sec 001); 1 cr; S-N only; prereq 1020; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: Underwood, Jean M

Description: This course is designed to introduce you to the process of career exploration and planning. YOU are the focus of the course - getting to know your strengths, interests, values, skills and abilities. In addition, you will be given the tools to research careers, make decisions, and set yourself up for success. Career Planning for Biologists will be primarily offered as an on-line course combined with opportunities for one-to-one consultations and a few group meetings. The only pre-requisite for this course is A good attitude - a willingness to open yourself up to possibilities, to think seriously about your future and how the decisions you make each day will impact your future.

Class time: 10% lecture, 30% Discussion, 60% Independent Research, One-to-one Consultations, On-line Activities

Work load: 5-10 pages of reading per week, 10-12 pages of writing per semester, 2 papers

Grade: 30% written reports/papers, 10% in-class presentations, 20% class participation, 40% One-to-one consultation, Student Choice Activities, Career Assessments

Biol 2005 Animal Diversity Laboratory

(Sec 001-011); Credit will not be granted if credit has been received for: BIOL 2012, BIOL 2012, BIOL 2012; 1 cr; prereq 3211 or concurrent enrollment 3211; meets DELM req of classroom

Instructor: STAFF

Description: This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.

Class time: 5% Discussion, 95% Laboratory

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

Grade: 55% mid-semester exam(s), 37% final exam, 8% quizzes

Exam format: multiple choice/practical

Course URL: <http://www.cbs.umn.edu/class/biol/2005>

Biol 2012 General Zoology

(Sec 001); Credit will not be granted if credit has been received for: BIOL 2005; 4 cr; prereq 1009 or 1001; meets DELM req of classroom

Instructor: Barnwell, Franklin H !!!Morse Alumni Award!!

Description: The course provides a framework for understanding the major groups of animals (phyla) on Planet Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding, movement, respiration, reproduction) and how their solutions have given rise to changing levels of structural complexity. Video clips and slides are liberally used to illustrate

aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture content and review questions from the text. Laboratory tests are practicum exams quizzing knowledge of actual specimens. Texts are Hickman, Roberts, Keen, Larsen, and Eisenhour "Animal Diversity," 4th ed., and Hickman "Laboratory Studies in Animal Diversity," 4th ed. Books can be purchased as a packet at the bookstore.

Class time: 67% lecture, 33% Laboratory

Work load: 40 pages of reading per week, 4 lecture exams: 4 lab exams

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

Exam format: Lecture exams require short answers based on specific knowledge of concepts presented in lecture

Biol 3211 Animal Physiology

(Sec 001); 3 cr; prereq [1002 or 1009], Chem 1021; concurrent enrollment 2005 strongly recommended; meets DELM req of classroom

Instructor: Goldstein, Stuart F

Description: The main objective is understanding how animals carry out a variety of functions (e.g. respiration, movement). We will start by looking at some underlying general principles (e.g. diffusion, membrane voltages) and structures (e.g. membrane receptors) that will be useful in understanding how animals carry out these functions. We will then look at a number of problems faced by animals (e.g. the need for gas exchange) and the various systems animals use to solve these problems (e.g. gills, lungs). We will describe these systems at a variety of levels -- organismal, organ, tissue, cellular, and subcellular. There are two main goals of this course. One is to acquaint you with specific physiological systems. The other is to give you an overview that will help you visualize organisms in a way that integrates the various levels of organization. The hope is that, as you are introduced to more detailed descriptions of cellular and subcellular processes in later courses, you will see how these processes fit into the the entire organism.

Class time: 100% lecture

Work load: 3 exams, 6 hours/week on readings in order to prepare for exams

Grade: 50% final exam, 50% midsemester exams (25% each)

Exam format: multiple choice

Biol 3411 Introduction to Animal Behavior

(Sec 001); Credit will not be granted if credit has been received for: BIOL 3811, BIOL 3811, BIOL 3811, BIOL 3811, BIOL 3811; 3 cr; prereq 1002 or 1009 or instr consent; meets DELM req of classroom

Instructor: Bee, Mark Allen

Description: This course introduces the biological study of behavior. Although students from all disciplines are welcome, it is one of three core courses for undergraduate majors in EEB. About half of the course is taught in lecture form, and half in the laboratory. The course covers mechanisms in behavior, including behavior genetics, hormonal and neural mechanisms. The course emphasizes an evolutionary approach to behavior, outlining ideas about feeding, social behavior, mating systems, altruism and other contemporary issues in behavioral evolution. Laboratory exercises stress experimental approaches to hypothesis testing and involve work with real animals. Students will spend several weeks at the end of the semester conducting an independent project.

Class time: 40% lecture, 60% Laboratory

Work load: 20-30 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 13% special projects, 13% class participation, 34% lab work

Exam format: Multiple choice, short answer and short essay.

Course URL: <http://WebCT>

Biol 3503 Biology of Aging

(Sec 001); 2 cr; prereq 1002 or 1009; meets DELM req of classroom

Instructor: Curtsinger, James W

Description: The biology of aging is an integrative discipline, encompassing studies of molecules, genes, cells, tissues, organs, organisms, and populations. In this course we will examine several general areas of research on aging in both humans and model experimental systems, including age-related changes in populations, age-related changes in individuals, genes that influence aging, cellular mechanisms, evolution of senescence, interventions to slow aging, and future prospects for human societies. The course is intended for undergraduates who have completed a college-level course in general biology. WebCT will be used.

Class time: 80% lecture, 20% Discussion

Work load: 30-50 pages of reading per week, 20-30 pages of writing per semester, 3 exams, Students write reports on assigned and optional papers

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

Exam format: Mixture of multiple choice, problem, and short essay

Biol 3600 Directed Instruction

(Sec 001); 1-2 cr; max crs 6, 6 repeats allowed; S-N only; prereq 1020, upper div, application, instr consent; up to 4 cr may apply to major; meets DELM req of classroom

Instructor: Hanna, Kathryn L

Description: This course allows students to gain experience in organizing, leading and evaluating a small group of students by becoming a Student Leader for the Biology Colloquium class (Biol 1020). Biology Colloquium Student leaders attend the weekly Colloquium class and student leader meetings, set up small-group tours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved. It is required that Student Leaders have been a student in the Biology Colloquium for two semesters and be in satisfactory progress within their degree objectives. An application is required and is available in the CBS Student Services Office in 223 Snyder Hall, St. Paul campus or in the Biology Colloquium room, 303 Bell Museum, Minneapolis campus.

Course URL: <http://biosci.cbe.umn.edu/beq/>

Biol 3610 Internship: Professional Experience in Biological Sciences

(Sec 001, 002); 1-6 cr; max crs 6, 6 repeats allowed; S-N only; prereq Acceptance into CBS Internship Program, internship workshop, college consent; meets DELM req of classroom

Instructor: Hanna, Kathryn L

Description: Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor.

Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at kahnna@cbs.umn.edu. S/N only.

Grade: 100% internship

Biol 4950 Special Topics in Biology: Design of Protein-based Machines and Materials

(Sec 001); 2 cr; prereq [1009 or equiv or basic biology/genetics], instr consent ; meets DELM req of classroom

Instructor: Urry PhD, Dan W

Description: This course contains three distinct yet interrelated parts. Part 1 develops hydrophobic and elastic protein mechanisms that are applied in Part 2 to understand function of biology's energy converting proteins, and in Part 3 to develop protein-based materials for an extraordinary range of medical and non-medical applications. Part 1 derives knowledge of phenomena and mechanisms whereby designed model proteins interconvert the set of energies required to sustain living organisms. The energy conversions utilize a mechanism whereby changeable functional groups control hydrophobic association that constitutes a contraction and that can couple with elastic deformation to achieve function. Part 2 shows how the mechanisms of the designed model proteins are capable of explaining function of key energy converting protein machines of biology. In the mitochondrion, the energy factory of the cell, one sees how electron transfer pumps protons across the inner membrane and how those protons flow back across the inner membrane through ATP synthase to produce most of the cell's ATP, the universal energy currency of living organisms. Part 3 designs the model proteins (produced by living cells) that utilize phenomenology and mechanisms of part one to develop new materials for diverse applications. Medical applications include - prevention of surgical- and trauma-induced adhesions, soft tissue augmentation and reconstruction, and diverse drug release devices.

Class time: 70% lecture, 15% Discussion, 5% Laboratory, 10% Student presentations of a protein structure chosen from the Protein Data Bank that discuss function with consideration of the mechanisms introduced in the course.

Work load: 100 pages of reading per week, 10 pages of writing per semester, 2 papers, A preliminary paper on student's chosen protein to accompany presentation.

Grade: 20% mid-semester exam(s), 50% final exam, 15% class participation, 15% problem solving

Exam format: The midterm exam constitutes a presentation accompanied by a draft report. The final exam is the completed paper from the presentation in JBC format.

Course URL: http://www.bti.umn.edu/urry_course

Biol 5485 Introductory Bioinformatics

(Sec 001); 3 cr; A-F only; prereq 4003 or Concurrent registration is required (or allowed) in 4003 or equiv; meets DELM req of computer based; meets DELM req of classroom
Instructor: Katagiri, Fumiaki

Description: PUPPOSE: This course will introduce students to computational tools and concepts for molecular-oriented biology and genomics, through lecture and hands-on experience in computer lab. TOPICS: include Boolean logic, sequence alignment, dynamic programming and heuristics, Bayesian approaches, phylogenetic analysis, motif search, protein structure analysis, genomics and other OMICS, statistics and multivariate analysis, microarray data analysis, databases. OUTCOMES: At the completion of this course, students will have acquired practical knowledge about a broad range of bioinformatic topics, including basic operation of some of the tools for the topics, principles behind the tools, and advantages and disadvantages of the tools. This course is intended for biology-related graduate students and advanced undergraduates.

Class time: 55% lecture, 15% Discussion, 30% Laboratory

Work load: 10 pages of reading per week, 2 exams, group project, which includes two presentations and a written report; weekly problem solving assignments

Grade: 25% mid-semester exam(s), 25% final exam, 10% class participation, 10% problem solving, 30% group project, which includes two presentations and a written report

Exam format: problem solving, take home

BBE 3023 Engineering Principles of Soil-Water-Plant Processes

(Sec 001-003); 3 cr; prereq Biol 1009, [CE 3502 or Concurrent registration is required (or allowed) in CE 3502]; meets DELM req of classroom

Instructor: Clanton, Chuck

Description: Conceptual outline/topics: 1) Soil physical properties; 2) Basic soil calculations; 3) Soil and land reference material; 4) Texture and particle size distribution; 5) Temperature and heat flow; 6) Soil development; 7) Soil moisture and moisture potential; 8) Moisture movement-saturated and -unsaturated flow; 9) Soil classification; 10) Soil strength, compaction; 11) Soil biology, organics, nutrients, pesticides; 12) Plant fun, facts, and statistics; 13) Plant growth and nutrition; 14) Energy in agriculture; 15) Plant microclimate and water use; 16) Plant stress; 17) Water pollution effect on plants, constructed wetlands for water quality; 18) Air pollution effects on plants; 19) Cropping systems; 20) Rain Forest; 21) Plant ecology; 22) Biodiversity, domestication, development and alternative crops; 23) Engineering impacts on the plant, soil-water-plant relationships. The target audience is undergraduates, primarily juniors.

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

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

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

Exam format: Problems, short answer

BBE 3033 Material and Energy Balances in Biological Systems

(Sec 001); 3 cr; A-F only; prereq CHEM 1022, [MATH 1272 or MATH 1372], PHYS 1302; meets DELM req of classroom

Instructor: Bhattacharya, Mrinal

Description: The objective of this course is to introduce students to synthesize various processes that are used to convert raw materials to end products. The students learn to quantify industrial processes through material and energy balance, selecting appropriate separation processes and optimizing key process variables. Examples from the bioprocessing and food industry will be used as illustrations.

Class time: 60% lecture, 10% Discussion, 30% Problem solving

Work load: 20 pages of reading per week, 3 exams, 1 homework (3 problems) per week

Grade: 40% problem solving, 60% 20% for each of the 3 exams

BBE 3093 Directed Studies

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

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

BBE 3101 Introductory Statics and Structures for Construction Management

(Sec 001); 3 cr; A-F only; prereq Working knowledge of [trigonometry, geometry, algebra]; meets DELM req of classroom

Instructor: STAFF

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

BBE 3393 Directed Study

(Sec 001-011); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

Bioproducts and Biosystems Engineering

BBE 3393 Directed Study

(Sec 001-011); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

BBE 3396 Industrial Internship (Industrial Assignment)

(Sec 001-004); 1 cr; A-F only; prereq BBE cooperative ed student; meets DELM req of classroom

Instructor: STAFF

Description: Industrial work assignment in forest products cooperative education programs. Evaluation based on formal report written by student at end of each semester of work assignment.

BBE 3396 Industrial Internship (Industrial Assignment)

(Sec 001-004); 1 cr; A-F only; prereq BBE cooperative ed student; meets DELM req of classroom

Instructor: STAFF

Description: Industrial work assignment in forest products cooperative education programs. Evaluation based on formal report written by student at end of each semester of work assignment.

BBE 3411 Introduction to Residential Construction

(Sec 001); 2 cr; meets DELM req of classroom

Instructor: Cheple, Marilou !!Outstanding Achievement Award!!

Description: This course is intended to be an introduction to residential construction, key building materials, and housing terminology. Course content includes the construction process, including basic building science concepts, important tips for designing, building, and maintaining an efficient, durable structure and a healthy indoor living environment. This is meant to be an introductory class. The course material covers basic construction practice. However, issues related to a healthy indoor environment, resource responsibility, energy efficiency, and affordability will also be included in discussions. This course is meant to provide a good background for other courses and help the student become a better informed homeowner or renter.

Class time: 85% lecture, 10% Discussion, 5% A class field trip to a construction site is required.

Work load: 5-10 pages of reading per week, 4-8 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Multiple choice, short answer, matching

BBE 4001 Chemistry of Plant Materials

(Sec 001); Credit will not be granted if credit has been received for: BP 5001, BP 5001, BP 5001, BBE 5001, BBE 5001; 4 cr; A-F only; prereq CHEM 2301, [jr or sr or instr consent]; meets DELM req of classroom

Instructor: Tschirner, Ulrike Waltrau !!CNR-RC Newman Tchg Award!!

Description: Chemistry of cellulose, hemicellulose, lignin, extractives, proteins and other plant materials. About half of course focused on fundamentals, including building blocks of these natural polymers and typical reactions. Remaining course focuses on applications related to these materials (chemicals from biomass, cellulosic ethanol, biodiesel, biodegradable plastics, rayon, papermaking fibers, etc.)

Class time: 70% lecture, 30% Discussion

Work load: 15 pages of reading per week, Homework every 2nd week

Grade: 100% Based on 6 quizzes, 6 homeworks, final exam

BBE 4023W Process Control and Instrumentation

(Sec 001-003); Credit will not be granted if credit has been received for: BP 5405, BP 5405, BP 5405, BBE 5405, BBE 5023; 3 cr; A-F only; prereq Upper div IT or grad student;

meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Janni, Kevin A

Description: Instrumentation and control equipment and systems for monitoring and studying biological systems. Course objectives are: 1. Introduce students to instrumentation terminology, performance characteristics, uncertainty analysis, calibration and data acquisition; 2. Have students simplify dynamic process models for analysis in the S-domain using Laplace Transforms, generate model transfer functions and classify the dynamic behavior of closed-loop process systems based on their time-domain, transfer function, and frequency-domain representations; 3. Introduce students to open-loop and closed-loop control terminology, principles and equipment; 4. Introduce students to Proportional-Integral-Derivative (PID) controllers; 5. Have students analyze control system stability and performance; 6. Have students understand practical control issues and the benefits of control engineering for improving operations, safety, and environmental compliance; 7. Introduce students to sensors and instruments to measure motion, pressure, strain and temperature, 8. Have students become familiar with the principles of sensors used in the measurement of mechanical, physical and chemical parameters; 9. Have students become familiar with PC based data acquisition equipment and its use; 10. Have students integrate their instrumentation and process control knowledge in a comprehensive written design report that explains and recommends an instrumentation and process control system. .

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

Work load: 20 pages of reading per week, 50 pages of writing per semester, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 10% final exam, 35% written reports/papers, 15% lab work, 20% problem solving

Exam format: Matching, short problems, short answer

BBE 4023W Process Control and Instrumentation

(Sec 001-003); Credit will not be granted if credit has been received for: BP 5405, BP 5405, BP 5405, BBE 5405, BBE 5023; 3 cr; A-F only; prereq Upper div IT or grad student; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Janni, Kevin A

Description: Instrumentation and control equipment and systems for monitoring and studying biological systems. Course objectives are: 1. Introduce students to instrumentation terminology, performance characteristics, uncertainty analysis, calibration and data acquisition; 2. Have students simplify dynamic process models for analysis in the S-domain using Laplace Transforms, generate model transfer functions and classify the dynamic behavior of closed-loop process systems based on their time-domain, transfer function, and frequency-domain representations; 3. Introduce students to open-loop and closed-loop control terminology, principles and equipment; 4. Introduce students to Proportional-Integral-Derivative (PID) controllers; 5. Have students analyze control system stability and performance; 6. Have students understand practical control issues and the benefits of control engineering for improving operations, safety, and environmental compliance; 7. Introduce students to sensors and instruments to measure motion, pressure, strain and temperature, 8. Have students become familiar with the principles of sensors used in the measurement of mechanical, physical and chemical parameters; 9. Have students become familiar with PC based data acquisition equipment and its use; 10. Have students integrate their instrumentation and process control knowledge in a comprehensive written design report that explains and recommends an instrumentation and process control system. .

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

Work load: 20 pages of reading per week, 50 pages of writing per semester, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 10% final exam, 35% written reports/papers, 15% lab work, 20% problem solving

Exam format: Matching, short problems, short answer

BBE 4403 Bio-based Products Engineering Lab II

(Sec 001); Credit will not be granted if credit has been received for: BP 5403, BP 5403, BP 5403, BBE 5403; 1 cr; A-F only; prereq CHEM 2301, [jr or sr or instr consent]; meets DELM req of classroom

Instructor: Tschirner, Ulrike Waltrau !!CNR-RC Newman Tchg Award!!

Description: Engineering principles as they apply to bio-based products; hands-on lab experiments including: chemical reaction kinetics, mass and energy balance during pulping, cellulose viscosity measurement, recycling of paper, flow through porous media (paper), liquid permeability, sizing test, drying (heat and mass transfer), production of composites product.

Class time: 10% lecture, 90% Laboratory

Work load: 10 pages of reading per week, One short worksheet per week

Grade: 100% Based on work sheets, participation including team performance, open book final exam

BBE 4491 Senior Topics: Independent Study

(Sec 001-009); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Natural Resource.

BBE 4491 Senior Topics: Independent Study

(Sec 001-009); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Natural Resource.

BBE 4502W BBE Capstone Design

(Sec 001); 4 cr; A-F only; prereq [2113 or 4501], sr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Goodrich, Philip R

Description: Review of design concepts and design process. Case studies involving engineering design. Discussion of health, safety, and ethical issues facing engineers. Proposal for capstone design team project including oral presentation of written proposal. Comprehensive design project including written report, poster, and oral presentation of final design.

Class time: 20% lecture, 20% Discussion, 20% Laboratory, 40% design studio

Work load: 10 pages of reading per week, 30 pages of writing per semester, 3 papers, Writing intensive project and a formal poster, 3 presentations

Grade: 60% written reports/papers, 10% class participation, 5% problem solving, 25% in-class presentations

BBE 4744 Engineering Principles for Biological Scientists

(Sec 001); Credit will not be granted if credit has been received for: FSCN 4331, FSCN 4331, FSCN 4331, FSCN 4331; 4 cr; A-F only; prereq [Math 1142 or Math 1271], Phys 1101; intended for non engineering students; meets DELM req of classroom

Instructor: Morey, R Vance

Description: Intended for food and biological sciences students who are interested in understanding engineering principles applied to selected unit operations. Not intended for engineering students. Material and energy balances applied to processing systems. Principles of fluid flow, thermodynamics, heat and mass transfer applied to food and bioprocess unit operations such as pumping, heat exchange, refrigeration and freezing, drying, evaporation, and separation.

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

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

Grade: 30% mid-semester exam(s), 20% final exam, 10% quizzes, 25% lab work, 15% problem solving

Exam format: Problems to work.

BBE 4801H Honors Research

(Sec 001); 2 cr; A-F only; prereq BP upper div honors; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: First semester of independent research project supervised by faculty member.

BBE 5001 Chemistry of Plant Materials

(Sec 001); Credit will not be granted if credit has been received for: BP 4001, BP 4001, BP 4001, BP 4001, BBE 4001, BBE 4001; 4 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom

Instructor: Tschirner, Ulrike Waltrau !!CNR-RC Newman Tchg Award!!

Description: Meets with BBE 4001. Additional requirements for graduate students.

BBE 5095 Special Problems

(Sec 001-010); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

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

BBE 5095 Special Problems

(Sec 001-010); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

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

BBE 5212 Safety and Environmental Health Issues in Plant and Animal Production and P

(Sec 001); 3 cr; A-F only; prereq grad student or sr or instr consent; Credit will not be granted if credit has been received for AGET 5212.; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom; meets HON req of Honors

Instructor: Shutske, John M

Description: Course covers principles that relate to a range of safety, environmental, and public health issues in agricultural, food, and "green" industries (such as golfcourses, turf, etc.). Students focus on using multiple strategies including education, engineering design, and public policy to solve complex problems. Specific issues covered in class include pesticides; agricultural terrorism; injury/ergonomics; air and water quality impacts of our food system; biotechnology; emerging infectious diseases and their relationship to agriculture and food production; and occupational concerns that disproportionately affect vulnerable populations, including children and immigrant workers. Students participate in class lectures, discussions, debates, field trips, and other activities with others from a range of disciplines including agriculture, education, public health, nursing, veterinary medicine, engineering, human ecology, biology, and related sciences.

Class time: 70% lecture, 30% Discussion

Work load: 20 pages of reading per week, 10 pages of writing per semester

Grade: 35% mid-semester exam(s), 30% final exam, 15% written reports/papers, 5% special projects, 15% class participation

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

Course URL: <http://www.safety.coafes.umn.edu>

BBE 5513 Watershed Engineering

(Sec 001, 002); 3 cr; A-F only; prereq 3023, upper div IT; meets DELM req of classroom

Instructor: Wilson, Bruce Nord

Description: Students will apply engineering principles in the management and design of hydrologic and surface water quality systems. Specific objectives are to understand and use: 1) Hydrologic analysis techniques for small watersheds; 2) Design

techniques for small reservoirs and detention ponds for reducing peak flow rates and sediment concentrations; 3) Design techniques of surface water conveyance systems.

Class time: 66% lecture, 34% Laboratory

Work load: 2 exams, 1 papers, Weekly assignments

Grade: 25% mid-semester exam(s), 35% final exam, 25% special projects, 15% homework assignments

Exam format: Open book problems

Course URL: <http://www.tc.umn.edu/~wilson/bae5513>

Business Administration

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

BA 3033W Business Communication

(Sec 002, 020); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Littlefield, Holly A

Description: BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

Class time: 20% lecture, 80% Discussion

Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% lab work

BA 3033W Business Communication

(Sec 001, 021); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the

persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

Class time: 20% lecture, 80% Discussion

Work load: 10-25 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

BA 3033W Business Communication

(Sec 005-009); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Syverson MA, JoAnn

Description: BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

Class time: 20% lecture, 80% Discussion

Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

Center for Spirituality and Healing

Mayo Code 505; C592 Mayo: 612/624-9459

CSPH 1001 Principles of Holistic Health and Healing

(Sec 001); 2 cr; meets DELM req of classroom

Instructor: Brady, Linda J

Description: This course focuses on how individuals and society can work for a balanced life to achieve optimal health. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental principles and proven measures of holistic health that promote health and well being; 4. holistic health theory and how holistic health is incorporated into the health care delivery system; 5. practical application and integration of holistic health into daily personal life for optimal health and well-being. Class will be interactive and students will reflect on the application of the principles to their daily lives as journaling assignments each week; a key component of class is understanding how we can be more balanced as students in US society. Students will also turn in a reflection in each class, taking into account their readiness to learn and key learnings from the class. Most readings will be from the CSPH website modules.

Class time: 50% lecture, 50% Discussion
Work load: 25-30 pages of reading per week, 30 pages of writing per semester
Grade: 40% class participation, 60% journaling assignments of 1-2 pages
Course URL: <http://atahualpa.cfans.umn.edu/fallcsp1001>

CSPH 3201 Introduction to Mindfulness-Based Stress Reduction

(Sec 001); 2 cr; meets DELM req of classroom

Instructor: Storlie, Erik Fraser

Description: The class will introduce students to a variety of techniques by which the stress endemic in a fast-paced competitive culture can be both reduced, as well as worked with constructively. Students will engage in both experiential and intellectual learning. They will practice and apply techniques of stress-reduction through "mindfulness" - the steady, intentional gathering of a non-judgmental awareness into the present moment in various activities. They will also think critically as they study and evaluate recent medical-scientific literature on the physiological and psychological elements in the stress response.

CSPH 5101 Introduction to Complementary Healing Practices

(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

Instructor: Culliton, Patricia D

Description: This course will introduce students to complementary healing practices including the historical, cultural, and political context of complementary and alternative healing traditions. Philosophies and paradigms of selected therapies will be explained and/or demonstrated. Research difficulties and results will be highlighted. Selected complementary therapies include: Traditional Chinese Medicine, mind/body healing, spiritual and faith practices; energy healing; homeopathy Feng Shui, Ayurvedic Medicine, structural and manual therapies, herbology and nutritional supplements.

CSPH 5102 Art of Healing: Self as Healer

(Sec 002); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

Instructor: Gorman, Rebecca Ann

Description: The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

CSPH 5102 Art of Healing: Self as Healer

(Sec 001); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

Instructor: Towey, Sue Mary

Description: The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

CSPH 5111 Ways of Thinking about Health

(Sec 001); 2 cr; S-N only; prereq Jr or sr or grad student or instr consent ; meets DELM req of broadcast TV; meets DELM req of classroom

Instructor: Hassel, Craig Alan

Description: This course offers a rare opportunity to explore diverse cultural contexts through field-trip immersion experiences. We will explore fundamental aspects of several different health-care systems, including Indigenous North American Medicine, Vedic Medicine, Traditional Chinese Medicine, and Biomedicine. Field-trip learning serves as a micro-cultural immersion experience designed to help students understand worldviews and systems of knowledge that do not correspond to a scientific model. The course is based upon the idea that thinking about different worldviews and healing systems from a detached, survey perspective is a quite different matter than thinking critically within the system being explored to attain deeper learning. Each field trip experience will be followed by a writing assignment within the perspective under study. This approach allows each student maximum opportunity to explore, experience, appreciate and articulate the diversity in ways of thinking about health. Learning Objectives 1. Articulate key fundamental ideas and assumptions about health for each system; 2. Think critically, fair-mindedly and reason empathetically within a knowledge system under study using its own worldview and basic assumptions; 3. Compare and contrast ways of thinking about healing and health across multiple frameworks of understanding and systems of health care; 4. Move across divergent worldviews without imposing basic ideas of one perspective upon another.

CSPH 5211 Peacemaking and Spirituality: A Journey Toward Healing and Strength

(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq Jr or sr or grad student or instr consent ; meets DELM req of classroom

Instructor: Umbreit, Mark S !!CHE McFarland Outstand Tchg Aw!!

Description: This course is designed to provide a basic understanding of the central elements of peacemaking and spirituality in the context of various healthcare and social work settings. Examples include intense interpersonal conflicts between patients/providers, between nurses/social workers, between coworkers; within families and within communities; among friends and within ourselves. This course has 2-credit and 3-credit options. Students in the 3-credit option would go deeper into the subject matter to gain understanding of practices that contribute to peacemaking and spirituality that are grounded in diverse cultural traditions among indigenous people of the world and an understanding of the strengths and significant limitations of the dominant theory and practice of conflict resolution and mediation in Western European culture.

CSPH 5225 Meditation: Integrating Body and Mind

(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

Instructor: Storlie, Erik Fraser

Description: Description: The class approaches meditation as a physical, emotional, intellectual, and spiritual inquiry. Students read selections in a variety of relevant texts and develop the ability to enter a state of calm, meditative awareness. Objectives: Students will 1. demonstrate an understanding of the intellectual background of meditation, reading sources from the mainstream religious traditions of East and West, from indigenous sources, from contemporary practitioners, and from current scientific work linking meditation with wellness; 2. demonstrate the ability to assume a strong, stable, and relaxed physical posture sitting on cushions, benches, or chairs; 3. demonstrate the ability to calm the breath through a focus on deep, diaphragm breathing; 4. demonstrate the ability to dwell in steady consciousness of consciousness itself, allowing emotions and thoughts to rise and fall in calm awareness; 5. describe and discuss some of the many scientific, philosophical, existential, and spiritual questions that arise concerning the nature of human consciousness.

CSPH 5315 Traditional Tibetan Medicine: Ethics, Spirituality, and Healing**(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom****Instructor:** Cameron PhD, Miriam Elaine**Description:** This course will introduce students to ethics, spirituality, and healing from the perspective of traditional Tibetan medicine. Traditional Tibetan doctors believe that illness results from imbalance and that treating illness requires correcting the underlying imbalance. Students will learn how to apply these principles personally, integrate them into clinical practice, and consult with a traditional Tibetan doctor.**CSPH 5331 Foundations of Shamanism and Shamanic Healing (Sec 001); 2 cr; S-N only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom****Instructor:** Lawson MD, Karen Lynn**Description:** In this fundamentals course, students will learn essential elements of the non-biomedical shamanic "life-way" at the foundation of all shamanism. Participants will study shamanic beliefs about the individual's role in life, community, and the universe, and how these ideas are at the core of all shamanic healing practices. They will study cross-cultural healing beliefs and practices, the unique psychology necessary to understand them, and how these approaches may be used with contemporary healing practices and for personal growth. This course provides a core understanding of shamanic philosophies and ritual etiquette, properly preparing students to continue in deeper personal study and/or to participate in an experiential cultural immersion (e.g. via a Global Healing Traditions course.)**CSPH 5411 Dietary Supplements: Regulatory, Scientific, and Cultural Perspectives****(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom****Instructor:** Brady, Linda J**Description:** This course will cover: 1. the concepts and principles of dietary supplements RDA, dose-response, risk assessment; 2. laws/regulations and interpretations of laws/regulations concerning dietary supplements; 3. vitamin and mineral supplements; 4. philosophy and use of botanicals and nutraceuticals in Western medicine in contrast to some other cultures; 5. common herbal supplements and use in Western medical tradition
Intended For: seniors and graduate students in nutrition and food science and related health sciences; practicing professionals in food or health sciences
What Students Should Know: Background in health sciences basic biology, chemistry, physiology, nutrition.
Student Performance Objectives: Our goal is to progress through the learning continuum from information to knowledge, understanding, and wisdom using tools of learning to match varied learning styles. Problem solving and teamwork should be an integral part of learning.**Class time:** 10% lecture, 90% Discussion**Work load:** 20 pages of reading per week, 2/WEEK pages of writing per semester, 1 FINAL papers**Grade:** 50% written reports/papers, 50% participation and weekly assignments**Course URL:** <http://www.agricola.umn.edu/fscn5631/>**CSPH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Setting****(Sec 001); 2 cr; prereq instr consent ; meets DELM req of classroom****Instructor:** STAFF**Description:** Multidisciplinary teams of course participants will partner with interdisciplinary community hospice teams. They will participate in the delivery of care to patients in a variety of settings. This course will also include a series of seminars, employing self-analysis and case studies to further the participants' appreciation of and expertise in palliative care.**CSPH 5522 Therapeutic Horticulture****(Sec 001); 3 cr; prereq 5101 or Hort 5072 or instr consent; meets DELM req of classroom****Instructor:** Larson, Jean Marie**Description:** This course is designed to provide an evidence-based understanding of the central elements of therapeutic horticulture in the context of multiple health care settings. Students will learn the history, principles, precepts, and practical application of therapeutic horticulture. At each session students will investigate the current research of therapeutic horticulture as treatment intervention in relation to various target populations. These findings will be analyzed and synthesized as it pertains to the focus of target population.**CSPH 5533 Introduction to Energy Healing****(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent ; meets DELM req of classroom****Instructor:** STAFF**Description:** This course will introduce students to healing techniques that use energetic systems in the body to enhance the body's ability to heal. Therapeutic Touch, Healing Touch, Reiki, acupuncture, reflexology, magnets, homeopathy, and many other modalities will be explored. Scientific theories explaining the mechanisms of energetic medicine and ways to measure energy will be investigated. Students will interact with practitioners of energy healing and describe the outcomes of such a practice.**CSPH 5535 Reiki Healing****(Sec 001); 1 cr; S-N only; prereq Jr or sr or grad student or instr consent ; meets DELM req of classroom****Instructor:** Ringdahl, Deborah Rene**Description:** Students will learn the history, principles, precepts, and practical application of Reiki energy healing. Alternative energy healing modalities and current research findings will be discussed. Following activation of the Reiki energy, participants will learn the hand positions used to perform a treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings.**CSPH 5601 Music, Health and Healing****(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom****Instructor:** Heiderscheid, Annette Lynne**Description:** This course provides an in-depth exploration of the music in medicine, including music therapy, music medicine and music psychotherapy practices, techniques and interventions. There will be explication of the hypotheses and rationale related to interventions, and an exploration of related research.**Chemical Engineering****151 Amundson Hall: 612/625-1313****ChEn 4593 Directed study****(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq ChEn major upper division, instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.**ChEn 4594 Directed Research****(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; OPT No Aud; Instr. Consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to get permission to pursue directed research, arrange research project, number of credits, grading option, and final report requirements.

ChEn 5595 Special Topics

(Sec 001, 002); 1-4 cr; max crs 4, 1 repeat allowed; instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Specially arranged experimental or one-time lecture course given by visiting or permanent faculty. Typically requires instructor approval to register.

Chemistry

139 Smith Hall: 612/624-6000

Chem 1011 Introductory Chemistry: Lecture and Laboratory (Sec 001, 009, 017); Credit will not be granted if credit has been received for: CHEM 1015; 4 cr; prereq [high school chemistry or equiv], two yrs high school math, not passed chem placement exam; high school physics recommended; Not intended for students who will later take CHEM 1021; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: STAFF

Description: Chem 1011 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.

Class time: 50% lecture, 50% Laboratory

Work load: 30 pages of reading per week, 4 exams, 12 laboratory reports

Grade: 20% lab work, 5% problem solving, 75% Three midterm exams and a final exam

Exam format: multiple choice

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

Chem 1015 Introductory Chemistry: Lecture (Sec 001, 009, 017); Credit will not be granted if credit has been received for: CHEM 1011, CHEM 1011, CHEM 1011; 3 cr; prereq [High school chemistry or equiv], two yrs high school math, not passed chem placement exam; high school physics recommended; Does NOT meet CLE req of Physical Science/Lab Core. Intended for students continuing on to CHEM 1021; meets DELM req of classroom

Instructor: STAFF

Description: Chem 1015 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.

Class time: 100% lecture

Work load: 30 pages of reading per week, 4 exams

Grade: 5% problem solving, 0% 95% three mid-term exams and a final exam

Chem 1017 Introductory Chemistry: Laboratory (Sec 002, 010, 018-019); 1 cr; A-F only; prereq 1015, dept consent ; credit will not be granted if credit received for: 1011; meets DELM req of classroom

Instructor: STAFF

Description: Registration by department permission only. See staff in 115 Smith Hall or call 612-624-0026. CHEM 1017 is identical to the lab for CHEM 1011, but students do not attend any lecture or take any exams. Intended only for students who have taken the lecture-only course CHEM 1015, and later determine that taking the lab is now required.

Class time: 100% Laboratory

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

Chem 1021 Chemical Principles I

(Sec 001, 009, 017, 025); Credit will not be granted if credit has been received for: CHEM 1031, CHEM 1031H, CHEM 1031H, CHEM 1031H; 4 cr; prereq Grade of at least C- in [1011 or 1015] or passing placement exam; intended for science or engineering majors; Note: Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment.; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: STAFF

Description: Chem 1021 and Chem 1022 are introductory undergraduate chemistry courses with lab. Lectures include chemical demonstrations. Together these two courses prepare students for majors in science, engineering, and the health sciences. Topics include atoms, molecules, and ions; types of chemical reactions and chemical stoichiometry; thermochemistry; atomic structure and the periodic table; ionic and covalent bonding; molecular shapes; an introduction to organic chemistry and polymers; the nature of gases, liquids and solids.

Class time: 50% lecture, 50% Laboratory

Work load: 40 pages of reading per week, 4 exams, 9 laboratory reports

Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets

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

Chem 1022 Chemical Principles II

(Sec 001, 009); Credit will not be granted if credit has been received for: CHEM 1032, CHEM 1032H, CHEM 1032H, CHEM 1032H; 4 cr; prereq Grade of at least C- in 1021 or equiv; Note: Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment.; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: STAFF

Description: Chem 1022 is an introductory undergraduate chemistry course with lab. Together, Chem 1021 and Chem 1022 prepare students for majors in science, engineering, and the health sciences. Lectures include chemical demonstrations. Major topics are properties of solutions; chemical kinetics, the study of the rates and mechanisms of chemical reactions; chemical equilibrium in the gas phase; equilibria in aqueous solutions, including acid-base equilibria; entropy and free energy; electrochemistry; transition metals and coordination chemistry; and selected topics. Environmental issues related to course topics are an integral part of this course. For example, the discovery of the depletion of the stratospheric ozone layer by chlorofluorocarbons (CFCs) is an important application of chemical kinetics.

Class time: 50% lecture, 50% Laboratory

Work load: 40 pages of reading per week, 4 exams, Nine lab reports

Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets

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

Chem 1031H Honors Chemistry I

(Sec 001); Credit will not be granted if credit has been received for: CHEM 1021, CHEM 1021, CHEM 1021, CHEM 1021, CHEM 1021; 4 cr; A-F only; prereq IT honors student or college consent , permission from IT honors office]; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Chem 1031H is an introductory undergraduate chemistry course designed to help prepare students for careers in science, engineering, and the health sciences. Lecture includes chemical demonstrations. Chem 1031H is a survey of chemical principles and covers many different topics. The main themes include an advanced introduction to atomic theory; periodic properties of the elements; the behavior of gases, liquids and solids; molecular/ionic structure and bonding; aspects of organic chemistry, polymers and spectroscopy; energy sources and other environmental issues related to course topics.

Class time: 50% lecture, 50% Laboratory

Work load: 40 pages of reading per week, 4 exams, Lab reports, problem assignments

Grade: 20% lab work, 80% Mid-term exams and final exam

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

Grade: 100% 4 Mid-Term Exams and a Final Exam

Exam format: Mix of multiple choice and written questions

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

Chem 2311 Organic Lab

(Sec 001, 004); 4 cr; prereq Grade of at least C- in 2302 or Concurrent registration is required (or allowed) in 2302; meets DELM req of classroom

Instructor: Wissinger, Jane E.

Description: This course is designed for undergraduates in the health and science fields that need to fulfill the undergraduate organic chemistry laboratory requirement. It is to be taken after the Organic I lecture course 2301, and concurrently or subsequent to Organic lecture course 2302. The 2311 course is one-semester in length, worth 4 credits, and equivalent to the usual two semester organic laboratory courses taught at other institutions. In the course, interesting and relevant experiments are used to teach the techniques used in the organic laboratory to study, synthesize, isolate, and purify organic compounds. A wide array of instruments including IR, NMR, and GC are used for analysis and computers are used to study molecular conformations and chemical properties. Molecules studied include analgesics, flavors, natural products, dyes, recyclable polymers, and chemiluminescent compounds. Experiments are presented in a manual written by Wissinger and a laboratory techniques textbook ("Pavia") is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.

Class time: 10% lecture, 90% Laboratory

Work load: 30-50 pages of reading per week, 120 pages of writing per semester, 5-6 quizzes

Grade: 74% written reports/papers, 9% quizzes, 17% preparation and technique

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

Chem 2101 Introductory Analytical Chemistry Lecture

(Sec 001); 3 cr; prereq 1022 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Primarily for chemistry majors. Methods/concepts of measurement by chemical/instrumental analysis, including titrimetry, quantitative spectrophotometric analysis, chromatographic separations, equilibrium/rate methods.

Class time: 100% lecture

Work load: 4 exams

Grade: 10% problem solving, 90% Mid-terms exams and final exam

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

Chem 2111 Introductory Analytical Chemistry Lab

(Sec 001, 004); 2 cr; prereq 2101 or concurrent enrollment 2101; meets DELM req of classroom

Instructor: STAFF

Description: Lab for CHEM 2101. High precision methods, acidimetry and complexometry, single and multicomponent analysis by spectrophotometry, analysis of mixtures by ion exchange and gas chromatography, enzymatic and rate methods.

Class time: 25% lecture, 75% Laboratory

Grade: 10% final exam, 5% quizzes, 85% lab work

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

Chem 2312 Honors Organic Lab

(Sec 001); 5 cr; A-F only; prereq [2301 or &2301], [Chem or ChemE or BioC] major, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: Hoye, Thomas R !!Morse Alumni Award!!

Description: Honors organic chemistry laboratory to take the place of 2311 and 4311.

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

Chem 2301 Organic Chemistry I

(Sec 001-004); 3 cr; prereq Grade of at least C- in [1022 or 1032H] or equiv; Note: Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment.; meets DELM req of classroom

Instructor: STAFF

Description: Important classes of organic compounds, their constitutions, configurations, conformations, and reactions. Relationships between molecular structure and chemical reactivity/properties. Spectroscopic characterization of organic molecules.

Class time: 100% lecture

Grade: 100% 4 Midterm Exams and a Final Exam

Exam format: Mix of multiple choice and written exams

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

Chem 2910 Special Topics in Chemistry

(Sec 001); 1 cr; max crs 6, 6 repeats allowed; S-N only; prereq 1 sem 1xxx chemistry or instr consent; meets DELM req of classroom

Instructor: Stathopoulos, Stephanie M

Description:

Class time: 100% lecture

Work load: Attending weekly seminars

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

Chem 3501 Introduction to Thermodynamics, Kinetics, and Statistical Mechanics

(Sec 001); 3 cr; prereq [1022 or 1032H], [MATH 2263 or MATH 2374], [PHYS 1302 or PHYS 1402V]; meets DELM req of classroom

Instructor: STAFF

Description: Physical chemistry as it relates to macroscopic descriptions of chemical systems. Chemical thermodynamics, phase equilibria, chemical equilibria. Statistical mechanics. Phenomenological reaction kinetics. Kinetic theory of gases. Collision and statistical theories of reaction rates.

Class time: 100% lecture

Work load: 4 exams

Grade: 100% 3 Mid-term exams and a final exam

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

Chem 2302 Organic Chemistry II

(Sec 001, 002); 3 cr; prereq Grade of at least C- in 2301; meets DELM req of classroom

Instructor: STAFF

Description: Reactions, synthesis, and spectroscopic characterization of organic compounds, organic polymers, and biologically important classes of organic compounds such as lipids, carbohydrates, amino acids, peptides, proteins, and nucleic acids.

Class time: 100% lecture

Work load: 5 exams

Chem 3502 Introduction to Quantum Mechanics and

Spectroscopy

(Sec 001); 3 cr; prereq [1022 or 1032H], [MATH 2263 or MATH 2374], [PHYS 1302 or PHYS 1402V]; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to microscopic descriptions of chemical systems. Elementary quantum theory. Applications to atomic/molecular structure. Molecular spectroscopy. Quantum statistical mechanics. While a course in differential equations is not required, solutions to several such equations are discussed.

Class time: 100% lecture

Work load: 5 exams

Grade: 60% mid-semester exam(s), 30% final exam, 10% problem solving

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

Chem 4011 Mechanisms of Chemical Reactions

(Sec 001); 3 cr; prereq [2302, 3501] or equiv; meets DELM req of classroom

Instructor: STAFF

Description: "Mechanisms of Chemical Reactions" is intended to prepare you to (1) elucidate the mechanisms of chemical reactions based on kinetic and thermodynamic principles and collected data, and (2) be able to evaluate mechanistic arguments made in the literature. The course is meant to be broadly applicable to many types of chemistry - organic, physical, materials, computational, etc. - and will focus on basic principles of reactions rather than specific kinds of molecules.

Class time: 100% lecture

Work load: 3 exams

Grade: 67% mid-semester exam(s), 33% problem solving

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

Chem 4101 Intermediate Analytical Chemistry Lecture

(Sec 001); 3 cr; A-F only; prereq 2101, 2111, 2311, concurrent enrollment 3501; meets DELM req of classroom

Instructor: STAFF

Description: Basic electronic, optical, computer technologies employed in design of chemical instrumentation. Advanced topics in spectroscopy (e.g., FT-nmr, FT-IR, atomic absorption/emission). Electrochemistry. Mass spectrometry.

Class time: 100% lecture

Work load: 4 exams, 1 mini-project

Grade: 30% mid-semester exam(s), 30% final exam, 7% special projects, 15% quizzes, 15% problem solving, 3% extra materials

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

Chem 4201 Materials Chemistry

(Sec 001); Credit will not be granted if credit has been received for: CHEM 8201, CHEM 8201; 3 cr; prereq [[3502 or equiv], 4701] or instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Crystal systems/unit cells, phase diagrams, defects/interfaces, optical/ dielectric properties, electrical/thermal conductivity, X-ray diffraction, thin film analysis, electronic structure, polarons/phonons, solid state chemistry, liquid/molecular crystals, polymers, magnetic/optical materials, porous materials, ceramics, piezoelectric materials, biomedical materials, catalysts.

Class time: 100% lecture

Grade: 31% mid-semester exam(s), 38% final exam, 15% quizzes, 16% problem solving

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

Chem 4311W Advanced Organic Chemistry Lab

(Sec 001); 2 cr; prereq 2311; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Reactions, techniques and instrumental methods used in modern synthetic organic chemistry.

Class time: 10% lecture, 90% Laboratory

Grade: 100% lab work

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

Chem 4321 Organic Synthesis

(Sec 001); 3 cr; prereq [2302 or equiv], 3501, instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Fundamental concepts, reactions, reagents, structural/stereochemical issues, and mechanistic skills for organic chemistry.

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

Chem 4361 Interpretation of Organic Spectra

(Sec 001); 3 cr; prereq [2302 or equiv], 3501, instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Application of nuclear magnetic resonance, mass, ultraviolet, and infrared spectral analyses to organic structural problems.

Class time: 100% lecture

Work load: 4 exams

Grade: 60% mid-semester exam(s), 20% final exam, 20% problem solving

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

Chem 4411 Introduction to Chemical Biology

(Sec 001); 3 cr; prereq [2302 or equiv], 3501; meets DELM req of classroom

Instructor: STAFF

Description: Chemistry of amino acids, peptides, proteins, lipids, carbohydrates, and nucleic acids; topics will include structure, nomenclature, synthesis, and reactivity, as well as an overview of techniques used to characterize these biomolecules

Class time: 100% lecture

Work load: 3 exams

Grade: 30% mid-semester exam(s), 20% final exam, 20% class participation, 30% problem solving

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

Chem 4511W Advanced Physical Chemistry Lab

(Sec 001); 2 cr; prereq 3501-3502, chemistry major; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Experiments illustrating principles and methods of thermodynamics, reaction kinetics, and quantum mechanics.

Class time: 20% lecture, 80% Laboratory

Work load: Laboratory reports

Grade: 100% lab work

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

Chem 4701 Inorganic Chemistry

(Sec 001); 3 cr; prereq 2311, [3501 or concurrent enrollment 3501 or 3502 or concurrent enrollment 3502]; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to inorganic chemistry at an advanced level. Periodic trends. Structure and bonding concepts in compounds where s and p electrons are important. Descriptive chemistry of solids and transition metal compounds. Emphasis on transition metal chemistry. Advanced topics in main group and materials chemistry.

Class time: 100% lecture

Work load: 4 exams

Grade: 60% mid-semester exam(s), 25% final exam, 15% quizzes

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

Chem 5245 Introduction to Drug Design

(Sec 001); Credit will not be granted if credit has been received for: PHAR 6245, PHAR 6245, PHAR 6245, PHAR 6245, MEDC 5245; 3 cr; A-F only; prereq 2302 or equiv; meets DELM req of classroom

Instructor: Wagner, Carston R

Description: Concepts that govern design/discovery of drugs. Physical, bioorganic, medicinal chemical principles applied to explain rational design, mechanism of action drugs.

Chicano Studies

2 Scott Hall: 612/624-6309

Chic 3375 Folklore of Greater Mexico

(Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity

Theme; meets DELM req of classroom

Instructor: STAFF

Description: This course is a scholarly survey and exploration of the sociocultural function of various types of folklore in Greater Mexico. Students will analyze the ways in which folklore constructs and maintains community, as well as resists and creates cultural shifts. The central objective of the course will be to gain an understanding of how folklore and folk knowledge shape Chicano culture and traditions.

Chic 3507W Introduction to Chicana/o Literature

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

meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: (3.0 cr; fall, spring) Cultural, intellectual, and socio-political traditions of Mexican Americans as they are represented in creative literature. Various genres/forms of creative cultural expression and their significance as representations of social, cultural, and political life in the United States. Novels, short stories, drama, poetry.

Chic 4401 Chicana/Latina Cultural Studies

(Sec 001); Credit will not be granted if credit has been received for: WOST 4401, CHIC 4401, WOST 4401, GWSS 4401; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Torres, Eden E.

Description: One of the enduring legacies of the Chicano Movement is the mixture of art and politics. This course examines the politically conscious cultural production (literature, music, art, theatre, etc.) of Chicanas and Latinas, much of it produced in the past thirty years. It surveys a representational sampling from various art forms, analyzing the work for not only its artistic sophistication, but also its sociopolitical meaning. What is the role of the artist in community revitalization, the creation of political ideology, or the defining of identity categories? How does historical and cultural context shape art, as well as our understanding of it? How does art both reflect and constitute culture? We will also contemplate the way in which art by women has affected the way we think about the Chicana/o-Latina/o experience. The intersecting and overlapping nature of race, class, and gender will always be part of the conversation.

Class time: 10% lecture, 80% Discussion, 10% film or other technology

Work load: 100-150 pages of reading per week, 25 pages of writing per semester, 3 papers, Co-Facilitation

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

Child Psychology

104 Child Development: 612/624-0526

CPsy 2301 Introductory Child Psychology

(Sec 001); 4 cr; prereq 4 cr intro psych; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Warren, Henriette

Description: This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course

emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

Class time: 80% lecture, 10% Discussion, 10% instructional videos

Work load: 40-50 pages of reading per week, 5-6 pages of writing per semester, 4 exams, 2 papers

Grade: 50% mid-semester exam(s), 20% final exam, 15% written reports/papers, 5% class participation, 10% lab work

Exam format: multiple choice

CPsy 3301 Introductory Child Psychology for Social Sciences

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

Instructor: Warren, Henriette

Description: This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

Class time: 80% lecture, 10% Discussion, 10% instructional videos

Work load: 40-50 pages of reading per week, 10-12 pages of writing per semester, 4 exams, 3 papers

Grade: 40% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% class participation, 10% lab work

Exam format: multiple choice

CPsy 4302 Infant Development

(Sec 001); 4 cr; A-F only; prereq 2301 or instr consent; meets DELM req of classroom

Instructor: Yonas, Albert

Description: The goal of this course is to survey the field of infant development, its theories and methods. The course will concentrate on the period that begins with conception and ends at two years of life. The first part of the course will deal with the first year of life, including prenatal development, physical, neurological, motor and perceptual development. The second part of the course will focus on cognitive and social development. This part will also explore the development of language and memory. The final part of the course will deal with social development. It will include topics such as parent-child attachment, temperament, and the effects of environmental deprivation and enrichment. The course emphasizes methodological hazards that should be attended to in making inferences about infant function and development.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 40% final exam, 30% written reports/papers, 30% quizzes

Exam format: Short Answer Essay

CPsy 4311 Behavioral and Emotional Problems of Children

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

Instructor: Gewirtz, Abigail

Description: The primary aim of this course is to offer an overview of the behavioral and emotional disorders of childhood and adolescence within a developmental context. The course will introduce students to a developmental perspective from which healthy development and subsequent deviations may be understood. Disorders (defined in the Diagnostic and Statistical Manual of Mental Disorders - DSM IV) will be described, in terms of prevalence, developmental course, and theories regarding etiology. We will look at factors that place individuals at risk for subsequent disorder (risk factors) and protective factors. We will also overview some successful prevention programs for high-risk populations and treatment interventions for disorders. Despite the fact that assessment and treatment will be topics of discussion, this course is not in any way designed to prepare

students for clinical work with children. Clinical practice requires graduate education and clinical training.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

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

Exam format: combined multiple choice and short answer questions

CPsy 4334W Children, Youth in Society (Sec 001); 4 cr; A-F only; prereq 2301; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Oberg MD, Charles N

Description: In this course, we will consider selected topics confronting children and youth in society today. The class explores how child development theories, constructs and research contribute to a better understanding of these issues. We will also examine the socio-demographic and epidemiological trends for each topic. The course will utilize a social policy perspective in the identification of problems, examinations of programs, and the evaluation of solutions.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 3 papers. As a writing intensive course, the student takes a child/youth related topic and writes about the issue in three different formats. These consist of a Memorandum, Issue Brief and a Fact Sheet or Brouchure. Rewrites are encouraged.

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

Exam format: Mid-term is multiple choice and the final is in an essay format

CPsy 4993 Directed Instruction in Child Psychology (Sec 001); 3 cr; max crs 8, 8 repeats allowed; S-N only; prereq ECSE or MEd student; meets DELM req of classroom

Instructor: Mooney-Mc Loone, Ann

Description: This course is for students gaining Early Childhood Licensure. This course covers: (1) the historical and philosophical foundations of Early Childhood Education; (2) Familiarizes students with various observation tools; and (3) Familiarizes students with public policy, legislation, and its impact on children.

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

Work load: 30 pages of reading per week, 3 papers, 8 observations

Grade: 10% final exam, 30% written reports/papers, 20% special projects, 40% lab work

Exam format: Take home

CPsy 4994 Directed Research in Child Psychology (Sec 001-019); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.

Class time: 10% Discussion, 90% Laboratory

Work load: 3 lab hours per credit per week

Grade: 20% special projects, 70% lab work, 10% problem solving

CPsy 4994 Directed Research in Child Psychology (Sec 001-019); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.

Class time: 10% Discussion, 90% Laboratory

Work load: 3 lab hours per credit per week

Grade: 20% special projects, 70% lab work, 10% problem solving

CPsy 4996 Field Study in Child Psychology (Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; S-N only; prereq 4 cr CPsy, instr consent; meets DELM req of classroom

Instructor: Mooney-Mc Loone, Ann

Description: This opportunity normally provides students with an internship in their career plans. Internships offer another way to develop contacts and explore different career possibilities. The Child Psychology Peer Advising Office, Room 106, Child Development, has an extensive internship file on hand that is divided into various areas of interest such as infancy, young children, adolescence, and the aging. There are many agencies that may be of interest to students. The hours are usually flexible enough to work around any schedule. Students sign up for 1-4 credits. 3 hours on site per week 1 credit is required.

Class time: 10% Discussion, 90% Laboratory

Work load: 10 pages of reading per week, 1 papers

Grade: 20% written reports/papers, 80% lab work

Exam format: paper

CPsy 5253 Facilitating Cognitive and Creative Learning in Early Childhood Education

(Sec 001); 3 cr; A-F only; prereq MEd student in early childhood ed or early childhood special ed, or instr consent ; credit will not be granted if credit received for: CI 5253; meets DELM req of classroom

Instructor: Murphy, Barbara Ann

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

Chinese

453 Folwell Hall: 612/625-6534

Chn 1011 Beginning Modern Chinese

(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: CHN 4001, CHN 4001, CHN 4001; 6 cr; meets DELM req of classroom

Instructor: Wang, Ling

Description: This is the first semester of a two-semester sequence in first-year modern Standard Chinese (Mandarin) for undergraduate students who are non-heritage speakers of Chinese. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. The course consists of two lectures and five recitation classes per week. By the end of the first semester, students are expected to be able to write about 270 Chinese characters, recognize about 400 characters, conduct a basic conversation, read simple texts

or conversations, and write some correct sentences in Chinese.
Textbook: "Integrated Chinese," Level One, Part One, Tao-chung Yao, et. al., Cheng & Tsui Company / 1997

Class time: 30% lecture, 70% Discussion

Work load: 6 exams, Listening, recording, written homework

Grade: 10% mid-semester exam(s), 15% final exam, 15% quizzes, 20% lab work, 25% Homework; 15% Tests

Exam format: Listening, reading, writing, and oral interview

Course URL: http://www.all.umn.edu/chinese_language

Chn 1015 Accelerated Beginning Modern Chinese (Sec 001); 5 cr; prereq Oral/aural skills or speaker of other Chinese dialect recommended; credit will not be granted if credit received for: 1011 or 1012;; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed for undergraduate students who are heritage speakers of Chinese. The course will focus on conversation, reading, and character writing, and spend less time on grammar explanation. The lectures cover Chinese characters and words, as well as sentence patterns. In the drill sessions, students will practice the skills of listening comprehension, speaking, reading, and writing. The first two weeks of the semester are devoted to the Chinese phonetic system--pinyin, and to pronunciation. Beginning from the third week, the lectures and drill sessions will be conducted in Chinese. Since this is an accelerated course, we will cover the whole of first-year Chinese within one semester, and the pace of the course will be approximately one lesson every two days. By the end of the semester, students are expected to be able to conduct a fairly sustained conversation, recognize and write about 700 characters, read texts of some sophistication, and write short compositions in Chinese Textbook: "Integrated Chinese," Level One, Part One and Part Two, by Yuehua Liu et al, Cheng & Tsue Company, 1997.

Class time: 30% lecture, 55% Discussion, 5% Laboratory, 10% video or other media

Work load: 8 pages of reading per week, 5 pages of writing per semester, 6 exams, Listening, taped reading, written homework

Grade: 20% final exam, 10% quizzes, 5% in-class presentations, 20% class participation, 20% Tests; 25% Homework

Exam format: Listening, Speaking, Reading and Writing

Course URL: http://www.all.umn.edu/chinese_language

Chn 3021 Intermediate Modern Chinese (Sec 001, 050); Credit will not be granted if credit has been received for: CHN 4003, CHN 4003, CHN 4003; 5 cr; prereq 1012 or 1015 or equiv or instr consent; meets DELM req of classroom

Instructor: Liu, Zhigang

Description: This is the first half of a two-semester sequence in second year modern standard Chinese (Mandarin). It is designed for students who have completed Chn 1012 or 1015 at the U of M, or the equivalent. It will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures. Students will also be trained to write good compositions to express their views. Those who have not completed Chn 1012 or 1015 at the U of M, but wish to enroll in this course, need the instructor's approval. Textbook: "Integrated Chinese" (Level 2, 2nd edition), by Yuehua Liu, et al, Cheng & Tsui Company, 2006.

Class time: 40% lecture, 60% Discussion

Grade: 15% mid-semester exam(s), 20% final exam, 20% quizzes, 15% class participation, 25% Homework, 5% Vocabulary Quizzes

Exam format: Listening, reading, writing

Course URL:

http://www.all.umn.edu/chinese_language/Courses/3021Day/3021Fall2006Day/3021Fall2006Main.htm

Chn 3031 Advanced Modern Chinese (Sec 001, 050); 4 cr; prereq 3022 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF

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

Class time: 20% lecture, 60% Discussion, 20% Q & A; role play; group activities; video

Work load: 5-8 pages of reading per week, 10 pages of writing per semester, 2 exams, Taped speech (once every three weeks)

Grade: 10% mid-semester exam(s), 15% final exam, 20% quizzes, 20% in-class presentations, 25% class participation, 0% Homework

Exam format: Speaking, listening, reading, writing

Course URL: http://www.all.umn.edu/chinese_language

Chn 3201 Chinese Calligraphy (Sec 050, 051); 2 cr; meets DELM req of classroom
Instructor: Zhang, Hong

Description: A beginning course in Chinese Calligraphy. Chinese language background is NOT required. Lectures include introducing various Chinese Calligraphy techniques and exposing students to Chinese Calligraphy history and the cultural background in general. Students will be taught to develop a sense of self-cultivation through the art of Chinese Calligraphy. Practicing in the class will give students hands-on experience of proper use of Chinese brush and ink to write Chinese characters. Students will also have the opportunity to write Chinese couplets, Chinese poems and to learn the meaning of the calligraphy written. The book written by the instructor will be used. .

Class time: 30% lecture, 10% Discussion, 60% Classroom exercises, with instructor's coaching students individually

Work load: 1-2 pages of Chinese Calligraphy per week (approx. 16 characters per page)

Grade: 50% class participation, 50% Homework assignments and special projects

Chn 4001 Beginning Modern Chinese (Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: CHN 1011, CHN 1011, CHN 1011, CHN 1011; 3 cr; prereq Grad student; meets DELM req of classroom

Instructor: STAFF

Description: This is the first semester of a two-semester sequence in first-year modern Standard Chinese (Mandarin) for undergraduate students who are non-heritage speakers of Chinese. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. The course consists of two lectures and five recitation classes per week. By the end of the first semester, students are expected to be able to write about 270 Chinese characters, recognize about 400 characters, conduct a basic conversation, read simple texts or conversations, and write some correct sentences in Chinese. Textbook: "Integrated Chinese," Level One, Part One, Tao-chung Yao, et. al., Cheng & Tsui Company / 1997

Chn 4003 Intermediate Modern Chinese (Sec 001, 050); Credit will not be granted if credit has been received for: CHN 3021, CHN 3021, CHN 3021, CHN 3021; 3 cr; prereq 4002, grad student; meets DELM req of classroom
Instructor: Liu, Zhigang

Description: This is the first half of a two-semester sequence in second year modern standard Chinese (Mandarin). It is designed for students who have completed Chn 1012 or 1015 at the U of M, or the equivalent. It will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures. Students will also be trained to write good compositions to express their views. Those who have not completed Chn 1012 or 1015 at the U of M, but wish to enroll in this course, need the instructor's approval. Textbook: "Integrated Chinese" (Level 2, 2nd edition), by Yuehua Liu, et al, Cheng & Tsui Company, 2006.

Exam format: Listening, reading, writing

Course URL:

http://www.all.umn.edu/chinese_language/Courses/3021Day/3021Fall2006

Chn 4007 Advanced Modern Chinese

(Sec 001, 050); 3 cr; prereq 4004, grad student; meets DELM req of classroom

Instructor: STAFF

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

Class time: 20% lecture, 60% Discussion, 20% Q & A; role play; group activities; video

Work load: 5-8 pages of reading per week, 10 pages of writing per semester, 2 exams, Taped speech (once every three weeks)

Grade: 10% mid-semester exam(s), 15% final exam, 20% quizzes, 20% in-class presentations, 25% class participation, 0% Homework

Exam format: Speaking, listening, reading, writing

Course URL: http://www.all.umn.edu/chinese_language

Chn 5040 Readings in Chinese Texts

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq 3032 or equiv or instr consent ; meets DELM req of classroom

Instructor: Zou, Zhen !!CLA-Work Group Outstdg Svc Awd!!

Description: This course will expose advanced students of Chinese to various Chinese writings and improve their ability to read Chinese literary work in the original Chinese language. In this course we will study writings of different styles in contemporary China, including essays, short stories, and poems written since 1950 to the present, with an emphasis on the 1980s and 1990s, one of the peak times in 20th-century Chinese literature. These writings reflect a changing Chinese society. The aspects of Chinese culture and society covered in this course include the Cultural Revolution, major Chinese cities, transportation, entertainment in the countryside, new poetry, middle-aged men, and so on. The lectures and discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The course will be taught in modern standard Chinese (Mandarin).

Class time: 65% lecture, 25% Discussion, 5% Laboratory, 5% Film

Work load: 6 pages of reading per week, 6 pages of writing per semester, 4 exams, 5 papers, Web project, oral presentation, final project

Grade: 10% mid-semester exam(s), 15% final exam, 15% written reports/papers, 15% special projects, 15% quizzes, 10% in-class presentations, 10% class participation, 10% homework
Exam format: multiple choice, fill in blanks, making sentences, short answers

Course URL: http://www.all.umn.edu/chinese_language

Chn 5211 Introductory Classical Chinese

(Sec 001); 3 cr; prereq 3022 or equiv or instr consent ; meets DELM req of classroom

Instructor: Rouzer, Paul F

Description: An introduction to the vocabulary and grammar of classical (literary) Chinese, taught through analysis and translation of early Chinese texts. The course is conducted in English and is open to students who are moderately comfortable with Chinese characters (the equivalent of at least two years of study in Chinese, Japanese, Korean or Vietnamese recommended). Reading includes short anecdotes from Han-era texts; selections from Sima Qian's biographies; and further materials to be announced.

Class time: 25% lecture, 75% Discussion

Work load: 2 exams

Grade: 25% mid-semester exam(s), 35% final exam, 15% quizzes, 25% class participation

Exam format: Take home translation

Civil Engineering

122 Civil Engineering Building: 612/625-5522

CE 3202 Surveying and Mapping

(Sec 001); 2 cr; A-F only; prereq IT or instr consent; Math 1271, 1272; meets DELM req of classroom

Instructor: Johnson, Ann M

Description: Theory of precision measurements of distance, elevation, angle, and direction of points and lines above, on, or beneath the earth's surface; establishing such points or lines. Elements of coordinate systems, datum planes, and maps.

CE 4101W Project Management

(Sec 001); 3 cr; prereq Upper div IT or construction management; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Eiler, Tim

Description: Survey of broad areas in engineering project management and economics. Project planning, scheduling, and controlling; budgeting, staffing, task and cost control; communicating with, motivating, leading, and managing conflict among team members; engineering economics.

CE 4190 Engineering Co-op Assignment

(Sec 001, 003); 6 cr; max crs 6, 1 repeat allowed; S-N only; prereq Upper div CE, approval of department co-op director; meets DELM req of classroom

Instructor: Gulliver, John Stephen

Description:

Class time:

Grade: 100% written reports/papers

CE 4591 Environmental Law for Engineers

(Sec 001); 3 cr; A-F only; prereq upper div IT or grad or instr consent ; meets DELM req of classroom

Instructor: Braaten, Bruce C

Description: The intent of this course is to introduce the regulatory programs and legal terminology for specific Federal environmental laws and regulations. An overview of the framework of each of the following laws and regulations is presented: National Environmental Policy Act, Safe Drinking Water Act, Hazardous Waste, Underground Storage Tanks, Leaking Underground Storage Tanks, Clean Water Act, Superfund, and the Clean Air Act. As time allows, the Federal

laws and regulations are supplemented by parallel Minnesota statutes, rules, and case law. Legal requirements for obtaining particular permits, utilizing a particular contaminant removal technology, and contaminated site cleanup, within particular laws and regulations, are highlighted. The course is presented from the perspective of what a technical environmental professional needs to know. This course target audience is technical (environmental engineer, chemist, hydrogeologist, etc.) environmental majors or professionals. Students must be either upper division undergraduate, graduate or professional.

Class time: 90% lecture, 10% Discussion

Work load: 30 pages of reading per week

Grade: 40% mid-semester exam(s), 50% final exam, 10% problem solving

CE 5551 Environmental Microbiology Laboratory

(Sec 001); 4 cr; A-F only; prereq 3501, [upper div or grad] student; meets DELM req of classroom

Instructor: Novak, Paige J

Description: This course serves as an introduction to environmental microbiology. It is designed for upper-level undergraduates and beginning graduate students, either major or non-major. The course will cover topics in basic microbiology, microbial ecology, and the role of microbes in hazardous waste degradation, water and wastewater treatment, and biogeochemistry. Laboratory sessions will cover basic microbiological techniques including organism isolation and microscopy.

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

Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, 3 presentations

Grade: 60% mid-semester exam(s), 10% written reports/papers, 18% quizzes, 12% lab work

Exam format: Short answer and essay

Classical Civilization

300 Folwell Hall: 612/625-7565

CICv 3015W Art of Islam

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

Instructor: Asher, Catherine B

Description: Learn about the importance of art and architecture in the development of Islamic society and culture. This course will focus on the Art of Islam from the origins of Islam to the present, covering much of the Islamic world. Focus will be on architecture and painting, among other arts. The cultural, political and religious milieu, as well as the role of the patron under which art works were created, will be discussed. The material will be approached geographically and chronologically; throughout the course the features and themes that unify the diverse artistic trends and styles produced throughout the Islamic world will be discussed. All slides will be available for viewing on the course web site.

Class time: 80% lecture, 15% Discussion, 5% a once a week section is also part of the class

Work load: 15 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 short papers one of which must be rewritten

Grade: 25% final exam, 35% written reports/papers, 20% quizzes, 10% class participation, 10% log book which is written in class

Exam format: short essay

Course URL:

<http://www.arthist.umn.edu/classes/AH3015/fall2007/>

CICv 3502 Scandinavian Myths

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

Instructor: Liberman, Anatoly

Description: Although less known to the general public than tales from Ancient Greece and Rome, the tales that have come down to us from Medieval Scandinavia are as interesting and important as those. We will read two main sourcebooks of Scandinavian mythology, known as the Elder Edda (the first half) and the Younger Edda (most of it); a textbook will supplement the main texts. The course will introduce the students to the body of the only ancient myths extant in the Germanic-speaking world and to the foundations of mythological thinking. The original language of the Scandinavian myths is Old Icelandic, but all the reading will be in English. Lectures (the main medium of this course) will alternate with discussion. There will be a take-home midterm and a take-home final based on the material of the lectures and the textbook (essay questions in both); also a paper, about five pages long, will be required. The course spans the areas of mythology, religion, literature, and cultural anthropology. No prerequisites.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

CICv 3510 Great Books

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Jr or sr or instr consent ; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Belfiore, Elizabeth S

Description: This course will study three major epics of Greece and Rome: Homer's Iliad and Odyssey, and Virgil's Aeneid. It will concentrate on the epics as literature, with some discussion of their historical and social context. Classes will be a combination of lecture, whole class and small group discussions. Class participation required. No previous knowledge of Greek or Latin language, literature, history or culture required, but students should have had some experience reading and writing about literature. Suitable for majors, non-majors, and graduate students in departments other than CNES. Because this is a writing intensive course, your grades on exams, papers and short essays will be based in part on your ability to express yourself in clear, idiomatic, and grammatically correct English, and to present your views in a narrative that is well-organized and easy to follow. In order to provide comparisons with ancient epic, I will be showing some scenes from modern films, including some violent war scenes. Watching these films is required and will be material for exams. If this disturbs you, you should not take the course. If you miss class when the films are shown you will be expected to see them on your own. Most are readily available at video stores.

Class time: 45% lecture, 45% Discussion, 10% films

Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 4 papers, one paper will be a revision of a previous paper

Grade: 0% exams and papers will have about equal weight

Exam format: essay, short answers, multiple choice

CICv 3711 Classics of Literary Criticism

(Sec 001); 3 cr; prereq 1 course in literature, 2nd course in literature or philosophy or instr consent; meets DELM req of classroom

Instructor: Clayton, Tom !!Morse Alumni Award; Regents' Award!!

Description: Critical reading and discussion of selected major works and writers from classical antiquity to the twentieth century, including Plato, Aristotle, Horace, and Longinus; and English critics from Sir Philip Sidney to T. S. Eliot, including Alexander Pope, Samuel Johnson, William Wordsworth, S. T. Coleridge, and others. Some of the works are themselves in recognized literary forms, as in dialogues (Plato, Wilde) or in verse (Horace, Pope). Some writers address primary principles and issues (Plato, Aristotle, Sidney, others), and Aristotle laid the foundation for much that has been written since, asking of any work, in effect, "What is it(s) for(m)?" Others address literary works themselves, especially (Longinus, Dryden, Johnson,

Coleridge, Eliot). Coleridge wrote half-seriously that everyone is born an Aristotelian or a Platonist, a position taken up in Minnesota writer Robert Pirsig's philosophical autobiographical novel, *Zen and the Art of Motorcycle Maintenance*, itself now something of a classic. A basic aim of this course is to cultivate a clear sense of the principles, criteria, and practices involved in the criticism of works we identify as literary (and of much else); and of the thinking by which we arrive at them. Attention will be paid also to such central terms and concepts as literature, and to the curious contention that there is no such thing except by arbitrary privileging, which is refuted daily both on reflection and in practical experience.

Class time: 40% lecture, 45% Discussion, 15% Quizzes and presentations

Work load: 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, The paper is for read-aloud presentation.

Grade: 20% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% quizzes, 10% Overall performance including attendance

Exam format: Mostly essay, some objective questions

CICv 3993 Directed Studies in Classical Civilization (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

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

CICv 3994 Directed Research in Classical Civilization (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

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

Classical and Near Eastern Studies

245 Nicholson Hall: 612/625-5353

CNES 1002 World of Greece

(Sec 001); 3 cr; credit will not be granted if credit received for: CLAS 1008; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Olson, S Douglas

Description: This course surveys some of the high points of ancient Greek civilization, from the palaces of the Minoan-Mycenean Bronze Age down to the time of Alexander the Great. While the course will have a historical backbone, the emphasis will be much more on culture: not just literature and art (although we will discuss both), but how people lived; what they ate; how they fought their wars; the games they enjoyed; and the like. There will be no exams. Instead, grading will be based on a series of short papers, weekly in-class quizzes, and a number of "debate days," in which members of the class will take the part of, for example, Athenians trying to decide whether to surrender to the Persian invaders in 479 BC. No prior knowledge of any sort is assumed.

Class time: 80% lecture, 20% Discussion

Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester

Grade: 70% written reports/papers, 15% quizzes, 15% class participation

CNES 1042 Greek and Roman Mythology

(Sec 001); Credit will not be granted if credit has been received for: CLAS 1142, CLAS 1042H, CNES 1042H; 4 cr; prereq credit will not be granted if credit received for: CLAS 1042, 1042H; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Krevans, Nita

Description: A survey of Greek and Roman mythology,

including near eastern parallels and influences. We will use both ancient and modern primary sources to study the gods, heroes and monsters whose stories continue to influence the production of art and literature in the modern world. Readings include Greek tragedy, Homer, the epic of Gilgamesh, and Ovid, as well as extended excerpts from numerous ancient authors. Lectures include slides and film clips to permit an understanding of visual representations of the mythic world.

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, creative writing assignments; in-class writing; quizzes

Grade: 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 35% class participation

Exam format: short answer/essay

Course URL: <http://webct.umn.edu>

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

Instructor: Krevans, Nita

Description: A survey of Greek and Roman mythology, including near eastern parallels and influences. We will use both ancient and modern primary sources to study the gods, heroes and monsters whose stories continue to influence the production of art and literature in the modern world. Readings include Greek tragedy, Homer, the epic of Gilgamesh, and Ovid, as well as extended excerpts from numerous ancient authors. Lectures include slides and film clips to permit an understanding of visual representations of the mythic world.

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, creative writing assignments; in-class writing; quizzes

Grade: 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 35% class participation, 0% class participation includes quizzes and writing assignments

Exam format: short answer/essay

Course URL: <http://webct.umn.edu>

CNES 1043 Introduction to Greek and Roman Archaeology (Sec 001); 4 cr; credit will not be granted if credit received for: CLAS 1043; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Berlin, Andrea !!Morse Alumni Award!!

Description: Archaeology illuminates past lives. In this course we learn what material remains (as opposed to written histories) can teach us about the ancient Greeks and Romans.

Archaeological remains provide time-capsule views of peoples living in a deeply material world, within complicated, class-riven societies surprisingly similar to our own. Archaeologists study the particulars in order to answer large questions such as: How did the development of democracy affect traditional religious practices? What effect did increased wealth have on social identity? How did the spread of literacy affect daily life? Since we are a species with a material bent, such evidence can be germane to understanding ourselves.

Class time: 75% lecture, 25% Discussion

Work load: 40 pages of reading per week, 30-35 pages of writing per semester, 6 short papers (5 pgs. each)

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

Exam format: There are no exams.

Course URL: <http://cnes.cla.umn.edu/courses/archaeology/>

CNES 1082 Jesus in History

(Sec 001); Credit will not be granted if credit has been received for: RELA 1082; 3 cr; prereq credit will not be granted if credit received for: CLAS 1082; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Sellev, Philip H

Description: In this course we study Jesus of Nazareth in his original setting (first-century Jewish Palestine) and then consider

his place in American culture as well. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week.

Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

Class time: 65% lecture, 35% Discussion
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams. Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.

Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation
Exam format: There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

CNES 1201 The Bible: Context and Interpretation

(Sec 001); Credit will not be granted if credit has been received for: RELA 3201, ANE 3001, ANE 1001, RELA 3201, CNES 3201, CNES 1201, RELA 3201, CNES 3201, JWST 1201, JWST 3201; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the of creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, and all texts and all religious traditions will be examined analytically.

Class time: 80% lecture, 20% Discussion

Work load: 35-40 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

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

Exam format: multiple choice and essay

CNES 3076 Apostle Paul: Life, Letters, and Legacy

(Sec 001); Credit will not be granted if credit has been received for: CNES 5076, RELA 3076, RELA 5076; 3 cr; meets DELM req of classroom

Instructor: Roetzel, Calvin J

Description: Few persons have had a greater influence on the intellectual history of the West than has the Apostle Paul, and rarely either in the ancient or modern worlds have persons been neutral about him. In his own time he was revered by some and scorned by others. In a later generation he was honored as "blessed and glorious" by Polycarp and a Jewish Christian sect rebuffed him as the devil incarnate. And so to this day Paul continues to provoke and excite, to challenge and to antagonize. The course will explore the differing views of Paul revealed by his own letters, deutero-Pauline epistles, and such second century documents as the Acts of the Apostles, selected Gnostic treatises, the Acts of Paul and Thecla, and other second century defenders and detractors. This course will seek to understand this complex figure in his Graeco-Roman setting, and will focus on four questions: How and what can we know about Paul? What was the message Paul carried throughout the Mediterranean world? What was Paul fighting for in his letters? How was Paul understood by friend and foe in succeeding generations? And finally, how does Paul continued to inform modern discussions on questions such as: Was Paul a pro- or anti- feminist? Was he pro- or anti- Jewish? Why are his seven undisputed, occasional letters and others attributed to him included as scripture in the New Testament?

Class time: 75% lecture, 25% discussions and group work

Work load: 75 pages of reading per week, 9-15 pages of writing per semester, 3 exams, 3 papers

Grade: 30% written reports/papers, 10% class participation, 60% 3 exams at 20% each

Exam format: Short answer and essay

CNES 3081W Classical Epic in Translation

(Sec 001); Credit will not be granted if credit has been received for: CLAS 3081, CLAS 5081, CLAS 3081W, CLAS 3081W, CLAS 3081W, CLAS 5081, CLAS 5081, CLAS 5081, CNES 5081, CNES 5081; 3 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Belfiore, Elizabeth S

Description: This course will study three major epics of Greece and Rome: Homer's Iliad and Odyssey, and Virgil's Aeneid. It will concentrate on the epics as literature, with some discussion of their historical and social context. Classes will be a combination of lecture, whole class and small group discussions. Class participation required. No previous knowledge of Greek or Latin language, literature, history or culture required, but students should have had some experience reading and writing about literature. Suitable for majors, non-majors, and graduate students in departments other than CNES. Because this is a writing intensive course, your grades on exams, papers and short essays will be based in part on your ability to express yourself in clear, idiomatic, and grammatically correct English, and to present your views in a narrative that is well-organized and easy to follow. In order to provide comparisons with ancient epic, I will be showing some scenes from modern films, including some violent war scenes. Watching these films is required and will be material for exams. If this disturbs you, you should not take the course. If you miss class when the films are shown you will be expected to see them on your own. Most are readily available at video stores.

Class time: 45% lecture, 45% Discussion, 10% films

Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 4 papers, one paper will be a revision of a previous paper

Grade: 0% exams and papers will have about equal weight

Exam format: essay, short answers, multiple choice

CNES 3142 Art of Egypt

(Sec 001); Credit will not be granted if credit has been received for: ARTH 3142; 4 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Mc Nally, Sheila J

Description: This course looks at the architecture, sculpture, and painting produced along the Nile valley from prehistoric times until the Arab conquest, with emphasis on the Pharaonic

Periods. Basic issues concern ways humans related to each other, to the environment, and to their gods. There will be about 30 pages of reading a week in the textbook, "Egyptian Art," by Jaromir Malek. There will be short writing in class three or four times during the term, a midterm exam, and a final. There will be two written projects. The first will consist of reading and reporting on a recent work of scholarship (an article or a chapter in a book). The second may take several forms. It may involve writing about a work of Egyptian art in the Minneapolis Institute of Arts. It may involve looking at modern use of Egyptian motifs, as discussed by Malek in his last chapter. Constructing a Web page is another possibility. Students will have the option of doing some of the work, including the final and perhaps the midterm examination, on the Web, but this is not necessary. Students registered for the course can obtain information by accessing the material on the Web. At present, access is only possible by going to WebCt.umn.edu, and then looking under Courses, Classics. Soon the material should be accessible from the Art History and Classics home pages.

CNES 3201 The Bible: Context and Interpretation

(Sec 001); Credit will not be granted if credit has been received for: RELA 3201, ANE 3001, ANE 1001, RELA 3201, CNES 3201, CNES 1201, RELA 3201, CNES 1201, JWST 1201, JWST 3201; 3 cr; prereq Knowledge of Hebrew not required; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, and all texts and all religious traditions will be examined analytically.

Exam format: multiple choice and essay

CNES 3951W Major Project

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

Instructor: STAFF

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

CNES 5076 Apostle Paul: Life, Letters, and Legacy

(Sec 001); Credit will not be granted if credit has been received for: CNES 3076, RELA 3076, RELA 5076; 3 cr; meets DELM req of classroom

Instructor: Roetzel, Calvin J

Description: Few persons have had a greater influence on the intellectual history of the West than has the Apostle Paul, and rarely either in the ancient or modern worlds have persons been neutral about him. In his own time he was revered by some and scorned by others. In a later generation he was honored as "blessed and glorious" by Polycarp and a Jewish Christian sect rebuffed him as the devil incarnate. And so to this day Paul continues to provoke and excite, to challenge and to antagonize. The course will explore the differing views of Paul revealed by his own letters, deuterio-Pauline epistles, and such second

century documents as the Acts of the Apostles, selected Gnostic treatises, the Acts of Paul and Thecla, and other second century defenders and detractors. This course will seek to understand this complex figure in his Graeco-Roman setting, and will focus on four questions: How and what can we know about Paul? What was the message Paul carried throughout the Mediterranean world? What was Paul fighting for in his letters? How was Paul understood by friend and foe in succeeding generations? And finally, how does Paul continue to inform modern discussions on questions such as: Was Paul a pro- or anti- feminist? Was he pro- or anti- Jewish? Why are his seven undisputed, occasional letters and others attributed to him included as scripture in the New Testament?

Class time: 75% lecture, 25% discussions and group work

Work load: 75 pages of reading per week, 9-15 pages of writing per semester, 3 exams, 3 papers, 5xxx level students will write an additional research paper due at the end of the term

Grade: 30% written reports/papers, 10% class participation, 60% 3 exams at 20% each

Exam format: Short answer and essay

CNES 5182 Art and the State: Public Art in the Roman Empire (Sec 001); Credit will not be granted if credit has been received for: ARTH 5182; 3 cr; prereq Intro art history course or instr consent ; meets DELM req of classroom

Instructor: Mc Nally, Sheila J

Description: This course considers the role that art played in the public life of Roman Citizens during the Empire. It is divided into two roughly equal parts. The first considers developments during the reign of the first emperor, Augustus, and the second looks at various later developments. During the first half of the course there will be 40 to 50 pages of reading per week. In the last half, students will be working on their own projects. Course assignments will include one short written bibliographical report, and a much longer research project including a preliminary statement, an oral report, and a final paper (approx 15 pages). The course is 'web-assisted:' i.e, some work will be one in Web Ct. More information about the course can be obtained on the Web. At present, course information can only be accessed through UMN.WEBCT.EDU, but it should soon be available through both the Art History and the Classics website.

CNES 5251 Archaeology of Herodian Israel

(Sec 001); Credit will not be granted if credit has been received for: RELA 5251, RELA 5251, RELS 5251, RELS 5251; 3 cr; A-F only; prereq One course in [archaeology or ancient history] or grad student; meets DELM req of classroom

Instructor: Berlin, Andrea !!Morse Alumni Award!!

Description: This course illuminates the real world of Israel from the time of King Herod the Great (37-4 BCE) until the Great Revolt (66-70 CE). We focus on Herod's fabulous palaces (e.g., Masada) and the religious structures he built for his various subjects, both Jewish and pagan. Herod's buildings reveal a mix of Roman, Near Eastern, and Hellenistic Greek styles, which is understandable given his position and the period in which he lived. We will also study remains from both Jewish and pagan settlements throughout Israel, including Capernaum, where Jesus stayed; Qumran, village of the sect who wrote the Dead Sea Scrolls; and Caesarea, the city and harbor that Herod built for the comfort and prosperity of his pagan subjects. The course readings will consist of excavation reports and contemporary literary sources. The target audience is graduate students and committed undergraduates with relevant preparatory work.

Class time: 50% lecture, 25% Discussion, 25% student reports
Work load: 50 pages of reading per week, 30 pages of writing per semester, 5 papers

Grade: 75% written reports/papers, 25% in-class presentations

Exam format: There are no exams.

**College of Food, Agri & Natural
Resource Sciences**

College of Liberal Arts

49 Johnston Hall: 612/625-2020

CFAN 1910W Freshman Seminar: Topics: What a Difference a Day Makes

(Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq freshman; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Waterhouse, Beth E

Description: Can you recall a day in your life so far that has made a dramatic shift in the way your life is lived out? This course combines direct experiences with classroom discussion and time to read and write. The "memoir of a day" will become a focus and a final project. Students will think and talk about their place in time, on campus, and in the world. Beth Waterhouse has taught Environmental Ethics since the spring of 2001 here on the St. Paul Campus. She also teaches writing.

Class time: 20% lecture, 50% Discussion, 30% direct on-campus experiences

Work load: 3 papers

Grade: 75% written reports/papers, 25% a classroom journal

CFAN 3000 Directed Studies in International Agriculture

(Sec 001); 2-4 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent ; meets DELM req of independent study; meets DELM req of classroom

Instructor: STAFF

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

Class time: 100% Discussion

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

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

CFAN 3100H Honors Experience

(Sec 001); 2-3 cr; max crs 6; A-F only; prereq Approved proposal by CFANS honors program committee; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The Honors Experience is a required portion of the College of Agriculture Honors program. Individuals work with a faculty mentor and define an Honors Experience to be completed. Registration is limited to College of Agriculture Honors Students. Students must have prior approval from the Honors Committee. The approval requires submitting an Honors Experience proposal to the Honors Committee.

Class time: 50% lecture, 50% Discussion

Exam format: Essay.

CFAN 4009W Undergraduate Senior Thesis: Science in Agriculture

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

Instructor: STAFF

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

Class time: 100% Laboratory

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

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

CLA 1001 Introduction to CLA Student Life

(Sec 001); 1 cr; S-N only; meets DELM req of classroom

Instructor: STAFF

Description: CLA 1001 teaches strategies to aid first-year students in their transition to the College of Liberal Arts and the University of Minnesota. The course is designed to be a continuing orientation during the first semester at the U of M. CLA 1001 covers topics including study skills, the liberal arts, and four-year planning. The course also addresses student life issues such as finances and campus involvement while introducing students to the University of Minnesota Portfolio. Each section of the course is taught by an academic adviser from CLA Student Services, bringing together both the classroom experience and advising. The sections are co-led by an undergraduate teaching assistant, who will assist students with their transition to college from a peer perspective.

Class time: 40% lecture, 40% Discussion

Work load: 2 papers, 4 Pages of papers, Portfolio mini assignments, 1 five-minute group presentation, 2 papers, and 1 four-year planning project.

Grade: 0% Based on attendance, participation, and satisfactory completion of all work.

Exam format: No exams

Communication Studies

225 Ford Hall: 612/624-5800

Comm 1101 Introduction to Public Speaking

(Sec 001-034); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, WRIT 1223, GC 1461, GC 1461, PSTL 1461, SPCH 1101H, COMM 1101H; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Instruction in basic oral communication skills, including structure, evidence, clarity of purpose, style and delivery. Students are expected to do research as well as speak before peers with reduced anxiety. Practical speaking emphasizes audience adaptation and includes developing analytical skills to evaluate oral discourse. Teaching methods include discussion, lecture, self-evaluations, and evaluations of peers and others. Required of Speech-Communication majors but aimed at undergraduates, especially lower-division students, who are interested in improving their personal communication skills.

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

Work load: 10-15 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 3 papers

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

Exam format: combination

Comm 1313W Analysis of Argument

(Sec 001-010); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: There are two broad goals of the course: To make sure students have adequate writing skills for future coursework in communication, and to enhance students critical thinking skills through the teaching of argument analysis. Each of these broad goals can be broken down to specific teaching objectives that can be built into your course design. COMM 1313 has been designated a writing intensive course that is required of all speech-communication majors. Specific writing assignments will vary from course to course. All instructors are encouraged to include at least one writing assignment that involves making an

explicit argument that advocates some fact, policy, value, etc., and at least one that involves making an explicit evaluation of an argument using the tools of argument analysis taught in class.

Comm 3110 Topics in Speech-Communication: Famous Speeches

(Sec 001); 3 cr; max crs 15, 5 repeats allowed; prereq [3211 or 3401 or 3601 [whichever is relevant to topic]; meets DELM req of classroom

Instructor: Campbell, Karlyn Kohrs

Description: A survey of key examples U.S. discourse that mark important historical moments and identify key issues, this course asks what words can do, why some are remembered, what kinds of speeches are typically American, and how the discourse of dissidents and protestors differs from that of representatives of dominant groups, such as U.S. presidents. Topics include: The American Revolution: Boston Massacre & 4th of July orations The U.S. Constitution: Arguments over ratification War and ?manifest destiny?: Mexican-American War justifications Slavery: Frederick Douglass vs. Toombs, Stephens, Davis Woman?s rights and woman suffrage: E.C. Stanton and Anna Howard Shaw Lynching: Ida B. Wells, Thos. Nelson Page Unions and industrial conflict: Anarchism, socialism The Depression: FDR and populism WW II: Isolationism vs. the European War; Response to Pearl Harbor. Weapons and the military: Eisenhower Civil Rights for African Americans: Presidential responses to the 1964 Supreme Court Decision; why protest is necessary M.L. King, Malcolm X Vietnam War justified by presidents; Anti-War Protest; Robert Kennedy?s critique Communism: Army-McCarthy hearings; JFK: ?Ich bin Berliner.? Reagan: ?Evil Empire? and ?Bring Down that Wall? Students will select a famous speech not assigned in class, analyze the text, summarize the historical context, explore approaches to understanding the impact of the speech, and write a final critique that summarizes these elements.

Work load: Short ungraded assignments throughout the semester and a midterm on rhetorical-critical concepts; approximately 30 pages of reading per week.

Comm 3190H Honors Course: Research Seminar in Communication

(Sec 001); 3 cr; max crs 6; A-F only; prereq Honors candidate in comm, instr consent , dept consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: This is not an ordinary course and the Guide's format does not fit it. It is a seminar intended for honors students majoring in speech communication who are or will be writing honors theses. The emphasis in the seminar will be research and writing as the plans of the participants point us. The logic of the offering is that individuals working in their research and writing will help one another in discussing their work. Students taking the seminar will be expected to have plans as far as this time permits. The spring semester is intended for students who have completed the course in fall. Questions? Contact Robert L. Scott, 435 Folwell Hall. 612-624-6832. Scott033@tc.umn.edu

Comm 3201 Introduction to Electronic Media Production

(Sec 001-005); 4 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: he goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in the potential for impact in the communication of ideas. In this class you will be expected to: 1) Learn the fundamental techniques of in-studio Live-On-Tape video production; 2) Learn to write and produce as part of a video production team; 3) Learn the communicative aspects of visual and aural aesthetics; 4) Learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages.

Required text: H. Zettl "Sight, Sound and Motion: Applied Media Aesthetics" 4th edition.

Class time: 25% lecture, 25% Discussion, 50% In-studio television production

Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 4 exams, 2 papers, Television production

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% class participation, 40% Television production

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

Comm 3204 Advanced Electronic Media Production

(Sec 001); 4 cr; A-F only; prereq 3201 or instr consent ; meets DELM req of classroom

Instructor: Gregg, Peter Benjamin

Description: This course is designed to provide students with experience in live-on-tape and single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on five major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work.

Class time: 33% lecture, 33% Discussion, 34% Laboratory

Work load: 30 pages of reading per week, 15 pages of writing per semester, 3 papers, 6-10 minutes of finished video production per student

Grade: 10% written reports/papers, 60% special projects, 5% class participation, 25% lab work

Comm 3211 Introduction to U.S. Electronic Media

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

Instructor: Browne, Donald R

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

Class time: 90% lecture, 10% Discussion

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

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

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

Comm 3401 Introduction to Communication Theory

(Sec 001); 3 cr; prereq 1101; meets DELM req of classroom

Instructor: Hewes, Dean E

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

Class time: 70% lecture, 30% Discussion

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

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

Comm 3402 Introduction to Interpersonal Communication

(Sec 001, 002); 3 cr; meets CLE req of Social Science Core;

meets DELM req of classroom

Instructor: STAFF

Description: Communication both affects and reflects personal relationships; that is, it tells us where we and the other are in terms of intimacy, trust, etc., and it helps to determine where we will go in that relationship. COMM 3402 focuses on communication in intimate relationships, especially friendships and dating relationships. The course contains information on how to read people's interpersonal needs (so as to avoid misunderstanding), how to anticipate problems in development, and how to handle conflict productively. 3402 is a course about real-world problems and the practical skills it takes to manage them.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers

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

Exam format: multiple choice

Course URL:

<http://www.comm.umn.edu/~akoerner/courses/3402/>

Comm 3409 Nonverbal Communication (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Jones, Susanne Margarethe

Description: The world of nonverbal communication! We are communicating nonverbally all the time, whether we want to or not. Right now, as you're reading these words, you're communicating nonverbally through your posture, your facial (non)expressions, your smell, your gestures, the seat you've chosen in this class, and your clothes. This course is designed to acquaint you with the pragmatics of nonverbal communication. Specifically, you will learn more about the importance, function, and meaning of nonverbal communication in the interpersonal communication process. In the first half of the course we will examine the structure of nonverbal communication by investigating several nonverbal codes, such as touch (haptics), personal distance (proxemics), and gestures (kinesics). In the second half of the course we will explore how these nonverbal codes work together to fulfill important communicative functions (e.g., deception, courtship, influencing) in various relational contexts (e.g. friendships, close relationships). In order to achieve these objectives I use various teaching tools, such as lectures, movies, in-class discussions, in-class exercises, assignments, research papers, and exams.

Class time: 75% lecture, 25% Discussion

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

Grade: 16% mid-semester exam(s), 12% final exam, 50% written reports/papers, 10% quizzes, 0% 12% for second exam

Exam format: multiple choice

Comm 3411 Introduction to Small Group Communication (Sec 001-008); 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: In a democratic society, small groups are utilized widely in decision-making. How the members of those groups communicate with one another can have profound consequences for the legitimacy of group decisions, as well as for their quality. COMM 3411 is designed to help undergraduates improve their group communication skills. The emphasis is on the practical details of communication in groups, with emphasis both on maintaining positive relationships with other group members and on sharpening critical skills.

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

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

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

Exam format: multiple choice, essay

Comm 3422 Interviewing and Communication

(Sec 001-003); 3 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course covers techniques and theory relevant

to planning, conducting, and evaluating various types of information interviews. In the course we deal with theory, concepts and skills of interviewing, focusing on the communication process. The course includes both examination of theory and research on the interview as a communication event, and has significant actual skills practice in which students role play interviews in class and conduct short interviews outside of class. The course normally includes one exam or quiz, 3 to 5 short papers evaluating your interview communication skills, and considerable class discussion of student interviews and taped interview examples. Be prepared to work to develop interview skills in class, and to spend time outside of class doing short interviews. The course is valuable for those using interview process in business, education, government and research settings.

Class time: 25% lecture, 10% Closed Circuit TV, 15%

Discussion, 35% Laboratory, 15% outside of class assignments

Work load: 30 pages of reading per week, 10-20 pages of

writing per semester, 2 exams, 3-5 papers, 5 in-class role plays

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

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

Comm 3431 Persuasion Theories

(Sec 001, 002); 3 cr; prereq Soph recommended; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.

Class time: 80% lecture, 20% Discussion

Work load: 25 pages of reading per week, 30 pages of writing per semester, 4 exams, 4 papers, Group advertising campaign project

Grade: 12% mid-semester exam(s), 12% final exam, 25% written reports/papers, 12% special projects, 25% quizzes, 12% class participation

Exam format: Mixture of multiple choice and short answer/definition questions

Comm 3452W Communication and the Intercultural Reentry

(Sec 001); 3 cr; prereq Return from an intercultural experience; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Have you been to another culture? Here's your chance to build on that experience. This course is an exploration in culture and the stories we tell about it. Appropriate for students who have returned from study abroad and international students. Readings and class discussions explore what it is like to come "home" or "reenter" your home culture. Social scientific theories are applied to the reentry experience as well as the past experiences of other students like yourself. Join us to continue the learning experience that you started as a world traveller and as an intercultural person.

Class time: 20% lecture, 80% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 3 papers, 1 other journal

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

Comm 3601 Introduction to Rhetorical Theory

(Sec 001); 3 cr; prereq 1101; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: Greene, Ronald Walter

Description: This class is a comparative survey of the value of rhetorical theory for understanding contemporary public culture.

Rhetorical Studies owes much of its philosophical, political and pedagogical muscle to the intellectual labor provided by Greek Antiquity and the Roman Republic. At the forefront of this work was a concern about the relationship between rhetorical education and the ethics of speech. Yet, the 21st century looks very different from 5th century BCE Athens. For example, new political subjects are finding opportunities to speak in ways unimaginable in Greek Antiquity, new technologies have transformed how we experience public speaking, and new genres of rhetorical practice have emerged that expand the domain of rhetoric beyond oratory. To explore the similarities and differences between the foundational thinkers of rhetorical studies and our present situation, this class will introduce rhetorical theory by highlighting 4 key models of rhetorical theory. Students will learn to identify the elements of these models lurking in contemporary public culture as well as learn how contemporary public culture provides challenges to the foundational models of rhetorical theory. This course will be web enhanced but the URL is not yet available.

Class time: 80% lecture, 20% Discussion

Work load: 50-75 pages of reading per week, 5 exams

Grade: 38% final exam, 50% quizzes, 12% class participation

Exam format: multiple choice, Final has short answer comprehensive section

Exam format: Multiple choice and true/false

Comm 3631 Freedom of Speech

(Sec 002); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: STAFF

Description: Communication theories and principles that underlie the concept of freedom of speech in the United States. A variety of contexts and practices are examined in order to understand how communicative interaction should be described and, when necessary, appropriately regulated.

Comm 3990 Research Practicum

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; meets DELM req of classroom

Instructor: Koerner, Ascan Felix

Description: Working with faculty in the communication research lab.

Class time: 100% Laboratory

Work load: 1 papers

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

Comm 3615 Argumentation

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

Instructor: STAFF

Description: This course extends the principles of COMM 1313 to broader philosophies, methods of analysis, and social controversies. It considers the idea of argument(s) from multiple perspectives including logic, dialectics, and rhetorical performance. Class discussion covers topics such as structured reasoning, informal conversation, familial arguments, debates in technical professions, communication ethics, and public/social argumentation. Moreover, we will apply the philosophies, theories, and methods we discuss to two contemporary debates: U.S. race relations and freedom of speech. This course seeks to increase the student's research, writing, and reasoning skills as well as his or her knowledge.

Comm 3625 Communication Ethics

(Sec 001, 002); 3 cr; A-F only; prereq 1101; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: STAFF

Description: COMM 3625 is designed for undergraduate majors and non-majors who wish to learn more about identifying, analyzing, and dealing with ethical issues and problems in a variety of human communication situations. Course content includes overview of ethics concepts and theories, methods of critical analysis, examination of ethical problems in a variety of communication contexts, and much practical analysis of ethical issues via case studies, role plays and examination of media and other communication artifacts. The course stresses practice and application of principles to actual situations rather than theory. We will examine ethical standards based on various philosophical, psychological, political, and situational perspectives. Communication contexts to be examined include: interpersonal, small group, organizational, cross-cultural, public speaking, as well as electronically mediated (radio, TV, Internet, etc.) situations. Topics may include: truth telling, secrecy, levels of trust, freedom of speech, uses of ambiguity, privacy, bias, fairness, responsibility, power, and stereotyping. The main text is R.L. Johannesen, *Ethics in Human Communication*. It will be supplemented with one or two added texts, depending on ethical issues current when course is taught.

Class time: 20% lecture, 10% Closed Circuit TV, 30%

Discussion, 40% Case studies, role plays, media examples

Work load: 20 - 40 pages of reading per week, 10 - 15 pages of writing per semester, 2 - 3 exams, 2 - 3 papers

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

Comm 4235 Electronic Media and Ethnic Minorities--A World View

(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Browne, Donald R

Description: We'll consider the course subject from several standpoints: history, regulation, management, and programming policies and practices. We'll devote limited attention to impact or to the content of specific programs, although you may choose to write a term paper on one or the other of those aspects, so long as it can be linked with what we've studied in the course. You'll write brief position papers in two of the three following topic areas: regulation, management and programming policies and practices (including depiction of minorities through the electronic media). Your term paper also will be written in any one of those three topic areas. I'll lecture on history, and shall expect you to display your knowledge of it in the position papers and in the term paper. I won't lecture much at all on the three topic areas; instead, we'll have assigned readings for each topic, you'll have a number of days to read them over, and then we'll discuss them, following which you'll write and submit a position paper in which you evaluate the authors' perspectives. I expect to spend the first several class sessions on history. Thereafter, we will spend roughly 6-8 class periods each on the 3 topic areas. You'll be working on your term paper throughout that period, and, probably in the 12th week of class, you'll make an oral presentation of your progress on the term paper, and also submit a draft of the first five or so pages of it, which I'll evaluate and return to you, graded.

Class time: 60% lecture, 40% Discussion

Work load: 45 pages of reading per week, 40 pages of writing per semester, 1 exams, 3 papers

Grade: 15% mid-semester exam(s), 80% written reports/papers, 5% class participation, 0% Note: Each of the two position papers will be worth 10% of the grade; the term paper - draft portion and full version - will be worth 60% of the grade.

Exam format: mix of multiple choice, T-F and short answer

Comm 4404 Language Borderlands

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

Instructor: Sheldon, Amy

Description: It is estimated that half of the people in world speak more than one language. What is the quality and texture of a life like when lived in more than one language? How does language contribute to our sense of identity and sense of community? We will read essays and books by and about people who are polylingual or bidialectal. Some had to learn English because their families fled their homeland. Some are American born. One writer chose to immerse herself in another language after her father's death. Each writer struggles to fit into two or

more worlds of language and hence culture. Each searches for self-unification and meaning in multiple worlds. Their languages or dialects have been a source of self-exploration, self-disruption, and self-reintegration. We will explore the gifts and heartaches of living within and across other languages or dialects. Whether monolingual or polylingual, we will learn about own linguistic histories, and the multilingual world we live in. We will also consider linguistic multiplicity in the U.S. and the world. We will become more aware of the language ideologies that shape our thinking as an individual and as a nation.

Class time: 20% lecture, 80% Discussion

Work load: 25-30 pages of reading per week, 30-40 pages of writing per semester, 1 exams, 3 papers, short write-ups of internet assignments

Grade: 60% written reports/papers, 15% special projects, 25% class participation, 0% Some informal writing

Course URL: <http://www.classweb.cla.umn.edu>

Comm 4407 Communication and Conflict (Sec 001); 3 cr; A-F only; prereq 3401 or instr consent; meets DELM req of classroom

Instructor: Jones, Susanne Margarethe

Description: This course will introduce you to the basic principles of conflict, and the application of effective, appropriate conflict resolution strategies and mediation behaviors. We will discuss factors that lead to conflict, and will introduce the enactment of effective conflict behavior in various social settings and among various cultural groups. While a theoretical discussion of conflict is in the foreground of the class, we will also focus on discussing, learning, and practicing skills to manage conflict constructively.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 1 papers, Students usually keep a 2-page weekly journal for 10 weeks of the semester

Grade: 12% mid-semester exam(s), 16% final exam, 50% written reports/papers, 10% quizzes, 0% 12% for 1st exam

Exam format: Multiple choice

Comm 4471 Communication in Marriage and Family (Sec 001); 3 cr; prereq 3401 or 3402 or instr consent; meets DELM req of classroom

Instructor: Koerner, Ascan Felix

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

Class time: 50% lecture, 25% Discussion, 25% Group work

Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Two in-class presentations

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 5% in-class presentations, 15% class participation

Exam format: Multiple choice and essay

Course URL:

<http://www.comm.umn.edu/~akoerner/courses/4471/>

Comm 4621W Rhetoric of Feminism (Sec 001); 3 cr; prereq 4615 or instr consent; meets CLE req

of Writing Intensive; meets DELM req of classroom

Instructor: Campbell, Karlyn Kohrs

Description: This course is about U.S. feminist history; it is (1) a study of key works in the history of the U.S. woman's rights/woman suffrage movement, 1830s-1925, and of the second wave, 1966-1982; (2) a social movement study with the first and second waves of feminism as examples; and (3) an exploration of the special obstacles women confront in participating in the public sphere in the 19th and 20th centuries. The course is aimed at upper division undergraduates and is open to master's-level graduate students. Readings include historical background and key statements by feminists; class assignments develop skill in critically analyzing feminist works. The format is lecture-discussion based on readings of key texts from the two movements, histories of the movements, and critical responses to particular works or aspects of these movements. Students will write two analytical papers and two essay exams. The class is writing intensive, and a senior project can be written using course assignments.

Class time: 75% lecture, 25% Discussion

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

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

Exam format: short essay

Comm 5402 Advanced Interpersonal Communication (Sec 001); 3 cr; prereq 3401 or 3402; meets DELM req of classroom

Instructor: STAFF

Description: Course outline: This course pursues two interdependent goals. The first goal is to provide a clear understanding of the nature and role of theory in social science. The second goal is the review of important established theories of interpersonal communication as well as of theories that define recent developments in the field. To accomplish these goals, we will investigate the philosophical bases of social science, look how current theories of communication measure up to these standards, and finally look at theories such as sociobiology that define future development of interpersonal theories. Thus, this course is weighted more heavily toward the theoretical than toward the applied, it focuses more on in-depth investigations of a few theories rather than a broad survey of the field, and finally the process of inquiry is more important than making definite statements about the discipline. Target audience: Upper-class and graduate students. Reading packet. Available at Paradigm (in the Dinkydome) plus one textbook.

Class time: 25% lecture, 50% Discussion, 25% group work, partners, in-class assignments

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: multiple choice, true/false, short essay

Course URL:

<http://www.comm.umn.edu/~akoerner/courses/5402/index.htm>

Comm 5404 Language and Culture (Sec 001); 3 cr; prereq 3401 or instr consent; meets DELM req of classroom

Instructor: Sheldon, Amy

Description: Content: To examine how being multilingual (or multidialectal) and multicultural affects an individual's sense of identity and sense of belonging. You will compose your own language autobiography to develop self-understanding. We will read autobiographical writing (prose, poetry) by individuals who live in and between two or more languages (dialects) and cultures. We will learn about the opportunities and challenges that bilingualism/bidialectalism and biculturalism provide for self-exploration and self-identity. We will see how bilingualism impacts every corner of one's life, and thus creates challenges to integrating a "double" self. Course includes consideration of ASL and English social dialects e.g. African-American English. Target audience: Graduate students; Undergraduates by permission Teaching method: Mostly class discussion, minimal lecture mode

by instructor. Teaching goals: To develop awareness of the complex relationship between language and culture, and the range and complexity of identity issues that can be involved in being bilingual and bicultural. Assignments: Critical thinking and writing related to readings. Student project interviewing a bilingual. Sample of sources: Gloria Anzaldua, M.J. Bienvenue, Elias Canetti, Eva Hoffman, Alice Kaplan, Irena Klepfisz, Richard Rodriguez, Luc Sante, et al.

per semester, 2 exams, 1 papers

Grade: 60% final exam, 30% written reports/papers, 10% class participation

Exam format: essay questions

Comparative Literature

235 Nicholson Hall: 612/624-8099

Comm 5411 Small Group Communication Research (Sec 001); 3 cr; A-F only; prereq 3411 or instr consent; meets DELM req of classroom

Instructor: Hewes, Dean E

Description: Human beings are inherently social animals who must, to some extent, interact in groups in order to be satisfied with life. Moreover, in democratic societies, most important decision-making is done in groups. How and how well people communicate in groups must, therefore, have some bearing on the quality of the group experience. In this class we will explore social interaction in groups, with special attention to task-oriented groups. Our approach will be theoretical and social scientific, with an eye to practical implications. We begin with the effects of communication of single individuals on group performance, moving steadily toward the effects of the interaction patterns of the whole group on group performance, and finishing with the discussion of the ways in which groups relate to each other.

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

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

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

Exam format: Essay

Comm 5421 Quantitative Methods in Communication Research (Sec 001); 3 cr; A-F only; prereq 3401 or instr consent; meets DELM req of classroom

Instructor: Hewes, Dean E

Description: Spch 5421 is a conceptual introduction of social science research methods for both undergraduates and graduates. The methods emphasized include both general material and material of special interest to communication research, especially the development and utilization of coding schemes. Topics include beginning descriptive and inferential statistics, but the primary focus is on assessing the reliability and validity of operational organizations and "levels of measurement. Problems and how to handle them. Students need only basic mathematical skills. There is some hand computation, but most involves the use of the SPSS computer package. Four outside lab sessions of approximately 1/2 hour each train students in the use of this statistical software.

Class time: 80% lecture, 20% Laboratory

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

Comm 5451W Intercultural Communication Processes (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Albert, Rosita D

Description: When people from different cultures meet and interact there are many factors that affect the success of the situation. This course provides an overview of the theory and research in the field of intercultural communication. Designed for seniors and graduate students, this course explores issues of perception, attribution, dimensions of cultural difference, prejudice, stereotypes, verbal and nonverbal cultural differences, conflict and negotiation styles, immigrant adaptation, and other social scientific theories related to culture and interaction.

Class time: 50% lecture, 50% Discussion

Work load: 55 pages of reading per week, 15 pages of writing

CL 5555 Introduction to Semiotics

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

Instructor: Mowitz, John W !!Grad and Prof Teaching Award!!

Description: In what sense does a word stand for a thought? In what sense does a politician stand in for his or her constituency? How do we know what a weather vane is telling us? In what sense do a photograph and a story stand for what they refer to differently? In what sense are someone's clothes "trying to say something"? What does "stand for" stand for? How might different answers to such questions change the way we think about language, the world, ourselves and others? These questions and the practices they relate to are among the many concerns of semiotics, the general science of signs (as it was once famously put). In this course we will not try to answer such questions directly, but we will study intently several key formulations concerning what is at stake--linguistically, philosophically, politically in such questions. More specifically, we will turn our attention to a number of figures who over the course of roughly a century (beginning in the 1860s) have come to have a deep impact on how one thinks about the presence and function of signs in western culture. Too often the writings of Peirce, Barthes, Kristeva et al, are assimilated "second hand" and rarely are their distinctive contributions to semiotics given the importance they merit. This course will create the context wherein such shortcomings can be avoided, while at the same time clarifying how semiotics challenges the way text and context get opposed in so much contemporary scholarship in the humanities.

Class time: 80% lecture, 20% Discussion

Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester, 3 papers

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

CL 5910 Topics in Comparative Literature

(Sec 001); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Zipes, Jack

Description: This course will explore the transformations that the classical fairy tales in western culture have undergone through the processes and technologies of orality, literacy, cinema, and the Internet. Aside from focusing on Walter Ong's major work, *Orality and Literacy*, as a basis for understanding how and why transformations have occurred, the course will include texts by Eric Havelock, Jack Goody, Dan Sperber, Adam Philips, Lawrence Venuti, Chris Jenks, Pierre Bourdieu, and George Landow that deal with theories of adaptation, translation, cultural reproduction and evolution, and hypertext. Primary prose works and films will be examined and compared within socio-historical contexts to understand how meanings, techniques, and styles shift within a fairy-tale discourse. Are there dominant paradigms that continue to have an influence from the medieval period to the present? How do fairy-tale discourses develop? What role did French and British culture play in stabilizing the form of the fairy tale in the eighteenth and nineteenth centuries? Can one determine an Americanization, homogenization, or globalization of the fairy tale through film and hypertext in the twenty-first century? Students will be required to participate within a group that will undertake a case study to be presented in the class. In addition to this requirement, a research paper on some aspect of fairy-tale transformation is to be submitted by the end of the semester.

Comparative Studies in Discourse and Society

235 Nicholson Hall: 612/624-8099

CSDS 5910 Topics in Comparative Studies in Discourse and Society
(Sec 004); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Zipes, Jack

Description: This course will explore the transformations that the classical fairy tales in western culture have undergone through the processes and technologies of orality, literacy, cinema, and the Internet. Aside from focusing on Walter Ong's major work, *Orality and Literacy*, as a basis for understanding how and why transformations have occurred, the course will include texts by Eric Havelock, Jack Goody, Dan Sperber, Adam Phillips, Lawrence Venuti, Chris Jenks, Pierre Bourdieu, and George Landow that deal with theories of adaptation, translation, cultural reproduction and evolution, and hypertext. Primary prose works and films will be examined and compared within socio-historical contexts to understand how meanings, techniques, and styles shift within a fairy-tale discourse. Are there dominant paradigms that continue to have an influence from the medieval period to the present? How do fairy-tale discourses develop? What role did French and British culture play in stabilizing the form of the fairy tale in the eighteenth and nineteenth centuries? Can one determine an Americanization, homogenization, or globalization of the fairy tale through film and hypertext in the twenty-first century? Students will be required to participate within a group that will undertake a case study to be presented in the class. In addition to this requirement, a research paper on some aspect of fairy-tale transformation is to be submitted by the end of the semester.

CSDS 5993 Directed Study
(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Directed study - arranged

Computer Science

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

CSci 1103 Introduction to Computer Programming in Java
(Sec 001); 4 cr; meets DELM req of classroom

Instructor: Sturtivant, Carl

Description: Programming and problem solving fundamentals. Significant portions of Java programming language. Students design/write Java programs relating to various subjects. Substantial programming projects, integral weekly lab.

Class time: 55% lecture, 45% Laboratory

Work load: 35 pages of reading per week, 2 exams, write about 20 significant java programs

Grade: 11% mid-semester exam(s), 35% final exam, 26% lab work, 28% problem solving

Exam format: Problem solving questions

Course URL:

<http://www-users.itlabs.umn.edu/classes/Fall-2007/csci1103/>

CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers

(Sec 001, 010); 4 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom

Instructor: Swanson, Charles D

Description: This course will cover algorithm development and the principles of computer programming using C and C++.

Topics include introduction to computers and computing, program development, C/C++ programming language syntax,

and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.

Class time: 50% lecture, 50% Laboratory

Work load: 4 exams, One lab assignment per week

Grade: 25% mid-semester exam(s), 25% final exam, 50% lab work

Exam format: Problems

Course URL:

<http://www-users.itlabs.umn.edu/classes/Fall-2007/csci1113>

CSci 1901 Structure of Computer Programming I
(Sec 001, 010); 4 cr; prereq Concurrent registration is required (or allowed) in MATH 1271 or equiv or instr consent ; meets DELM req of classroom

Instructor: Dovolis, Chris John

Description: CSci 1901 is the first required course for Computer Science majors. CSci 1901 is a prerequisite for CSci 1902 and many other CSci courses. Therefore, students planning to major in computer science and non-majors who plan to take other more advanced computer science courses should take CSci 1901 first. CSci 1901 is a challenging course that covers many fundamental programming and software design principles in a practical manner. The following topics are covered: data abstraction, data representations, procedural abstraction, recursion, iteration, lists, tables, intro to object oriented programming and intelligent data. The Scheme programming language is used to implement programs using these concepts. The text for the course is Abelson and Sussman's "Structure and Interpretation of Computer Programs." CSci 1901 is very time consuming, and the pace is quick. Be sure to allot plenty of time for this course. There is a very large programming component to this course. Students may work in pairs on programming assignments.

Class time: 70% lecture, 30% Discussion

Work load: 25 pages of reading per week, Ten programming assignments

Grade: 30% mid-semester exam(s), 30% final exam, 40% Programming assignments

Exam format: Programming

Course URL:

<http://www.itlabs.umn.edu/classes/Fall-2001/csci1902>

CSci 4061 Introduction to Operating Systems
(Sec 001, 020); 4 cr; prereq 2021 or EE 2361; no cr for grads in CSci; meets DELM req of classroom

Instructor: STAFF

Description: Foundations of operating systems. History and evolution of operating systems, shells, tools, memory organization, file system overview, I/O, concurrent processes, and interprocess communication. Assignments are in the C programming language. If you do not have C programming experience, prior or concurrent completion of INet 3101, C Programming for the Java Programmer, is strongly recommended. INet 3101 (1 cr) is offered the first 3 Saturdays of fall semester.

CSci 4211 Introduction to Computer Networks
(Sec 001); Credit will not be granted if credit has been received for: CSCI 5211, CSCI 5211, CSCI 5211; 3 cr; prereq 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr; meets DELM req of classroom

Instructor: Sturtivant, Carl

Description: Fundamental concepts, principles, protocols, and applications. Layered network architectures, data link protocols, local area networks, routing, transport, congestion /flow control, emerging high-speed networks, network programming interfaces, management, security, and applications. Ethernet, ATM, TCP/IP, HTTP, and WWW. Basic knowledge of computer architecture and operating systems is recommended.

Class time: 100% lecture

Work load: 80 pages of reading per week, 2 exams, 7 lengthy problem solving assignments

Grade: 11% mid-semester exam(s), 40% final exam, 49%

problem solving

Exam format: essay

Course URL:

<http://www-users.itlabs.umn.edu/classes/Fall-2007/csci4211/>

CSci 5106 Programming Languages

(Sec 001); 3 cr; prereq 4011 or instr consent; meets DELM req of classroom

Instructor: VanWyk, Eric

Description: This course covers the design and implementation of high-level programming languages. The course has two parts: (1) language design principles, concepts, constructs; (2) language paradigms, including logic, functional, object-oriented and concurrent programming languages and their applications. Note that we will learn different programming languages only to examine their features and relationship to other languages and not to become proficient in any specific language. The details given below are a preliminary estimation and may change as I develop the course. The course will be web enhanced but the URL is not yet available.

Class time: 90% lecture, 10% Discussion

Work load: 20-30 pages of reading per week

Grade: 30% mid-semester exam(s), 35% final exam, 20% special projects, 15% problem solving

Exam format: short answer questions and problems

CSci 5115 User Interface Design, Implementation and Evaluation

(Sec 001); 3 cr; prereq 4041 or instr consent; meets DELM req of classroom

Instructor: Terveen, Loren Gilbert

Description: This class covers the theory, design, evaluation, and implementation of interactive application interfaces. The course is built around a large design, evaluation, and implementation project that is completed in groups. Topics include: human capabilities and limitations, the interface design and engineering process, prototyping, issues in interface construction, interface evaluation, and current topics such as data visualization, world wide web interfaces, online communities, and ubiquitous computing. The class format is lecture, in-class individual and group activities, and discussion. Class participation is expected. Thoughtful questions are as important as answers.

CSci 5211 Data Communications and Computer Networks

(Sec 001); Credit will not be granted if credit has been received for: CSCI 4211; 3 cr; prereq [4061 or instr consent], basic knowledge of [computer architecture, operating systems, probability]; meets DELM req of classroom

Instructor: Zhang, Zhi-Li

Description: This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: layered network architectures, applications, network programming interfaces (e.g., sockets), transport, and data link protocols, local area networks and network routing. Examples will be drawn primarily from the Internet (e.g., TCP, UDP, and IP) protocol suite. This course is an entry-level graduate course. Undergraduate students will only be admitted with instructor's permission.

Exam format: essay, questions and answers, problem solving

Course URL:

<http://www.itlabs.umn.edu/classes/Spring-2003/csci5211>

CSci 5271 Introduction to Computer Security

(Sec 001); 3 cr; prereq 4061 or equiv or instr consent ; meets DELM req of classroom

Instructor: Hopper, Nicholas J

Description: This course will introduce students to many of the basic concepts of computer, network and information security. Topics covered will include risk analysis, authentication, access control, security evaluation, audit trails, cryptography, network security, database security, application security, viruses and firewalls. The target audience is first-year graduate students and

senior undergraduates in computer science and engineering.

Class time: 90% lecture, 10% Discussion

Work load: 40 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 7 homework assignments - discussion, exercises, and programming

Grade: 25% mid-semester exam(s), 25% final exam, 25% special projects, 25% problem solving

CSci 5471 Modern Cryptography

(Sec 001); 3 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or instr consent; meets DELM req of classroom

Instructor: Kim, Yongdae

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

Class time: 90% lecture, 10% Discussion

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

Grade: 20% mid-semester exam(s), 30% final exam, 30% special projects, 4% class participation, 16% problem solving

Exam format: Problem solving and brief essay (5 lines maximum)

Course URL:

<http://www-users.itlabs.umn.edu/classes/Spring-2003/csci8980-005/>
(Send e-mail to kyd (at) cs.umn.edu to see it)

CSci 5481 Computational Techniques for Genomics

(Sec 001); 3 cr; prereq 4041 or instr consent; meets DELM req of classroom

Instructor: Karypis, George

Description: This course provides an introduction to the various computational techniques that are used to analyze the biological data generated by genome sequencing, proteomics, and cell-wide measurements of gene expression changes. The topics that are covered include algorithms for single and multiple sequence alignments, algorithms for sequence assembly, search algorithms for sequence databases, phylogenetic tree construction algorithms, algorithms for gene and promoter prediction, protein structure prediction, statistical methods and data mining algorithms for micro array expression analysis, algorithms for reverse engineering of regulatory networks.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

CSci 5541 Natural Language Processing

(Sec 001); 3 cr; prereq 4041 or instr consent ; meets DELM req of classroom

Instructor: Schuler, William Edward

Description: Elements of linguistic analysis for speech and unstructured text: phonology, syntactic parsing, semantic interpretation / information extraction. Techniques for modeling uncertainty in linguistic analysis: probabilistic models, Hidden Markov Models (HMMs), Dynamic Bayes Nets (DBNs), Probabilistic Context-Free Grammars (PCFGs), Discounting and backoff smoothing, Maximum entropy modeling. Elements of information theory: entropy, perplexity, metrics for comparing models.

CSci 5551 Introduction to Intelligent Robotic Systems (Sec 001); 3 cr; prereq 2031 or instr consent ; meets DELM req of classroom**Instructor:** Roumeliotis, Stergios**Description:** Spatial Descriptions and 3D Transformations (robot motion in 3D). Kinematics and inverse kinematics. Dynamics and control. Trajectory generation. Sensing for robot manipulators and mobile robots. Optional (instead of final exam): Project using mobile robots Pioneer 1 or 2. Project examples: robotic parallel parking, platooning, person following.**Work load:** 20 pages of reading per week**CSci 5801 Software Engineering I****(Sec 001); 3 cr; prereq [1902, 2011] or instr consent; meets DELM req of classroom****Instructor:** Heimdahl, Mats Per !!Grad and Profl Teaching Award!!**Description:** Advanced introduction to software engineering intended for grauate students. Software life cycle; development models; software requirements analysis; introduction to software design, coding, testing, and maintenance.**Class time:** 100% lecture**Work load:** 40 pages of reading per week, 3 exams, 1 papers, Homeworks**Construction Management**
101 Wesbrook Hall: 612/624-4000**CMgt 2019 AutoCAD for Construction Managers****(Sec 001); 2 cr; S-N only; prereq 30 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Introduction to AutoCAD software skills. Learn and apply the techniques of computer-aided design and drafting (CAD) at a job entry level of proficiency. Combined lecture and laboratory.**CMgt 3011 Construction Plan Reading****(Sec 001); 2 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges.**CMgt 4011 Construction Documents and Contracts****(Sec 001, 002); 3 cr; prereq 3001, 45 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Definition, interpretation, and utilization of drawings; specifications; agreements; bidding forms; general conditions; bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation will be included such as tax exempt status and wage rates.**CMgt 4012 Risk Management, Bonds, and Insurance****(Sec 001); 2 cr; prereq 3001, 45 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Identification and evaluation of property, liability, and financial risks of a construction project. Tools of risk control and risk financing. Review of insurance coverage, contract bonds, and underwriting factors.**CMgt 4013 Legal and Ethical Issues in Construction****(Sec 001); 3 cr; prereq 4011 or equiv or instr consent ; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Examination of role of construction management professional in society. Broad principles of conduct for construction management professional as well as specific goals to be achieved in professional performance and behavior and reviews of mandatory requirements.**CMgt 4021 Construction Planning and Scheduling****(Sec 001); 3 cr; prereq 3001, [3011 or CE 4101], 45 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.**CMgt 4022 Construction Estimating****(Sec 001, 002); 3 cr; prereq 3001, [3011 or CE 4101], 45 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Purposes and uses of various kinds of estimates. Techniques for performing quantity take-off, organizing bidding process, requesting and analyzing subcontractor proposals, unit pricing, utilizing published resources, and preparing systems-based estimates. Personal computer programs, spreadsheets, and custom applications to be introduced and used. The linkages between estimates, budgets, cost control systems, and historical cost records will be established.**CMgt 4031 Construction Safety and Loss Control****(Sec 001); 3 cr; prereq 3001, 45 sem cr; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Introduction to construction safety, health, and loss control. Hazard recognition. Control procedures. Management systems for measuring/evaluating loss-control performances in construction industry.**CMgt 4193 Directed Study****(Sec 001); 1-4 cr; max crs 16, 4 repeats allowed; prereq CMgt major or minor or certificate student; meets DELM req of classroom****Instructor:** STAFF**Description:** Topic arranged with B.A.S. Construction Management academic adviser. [See B.A.S. Web site at www.cce.umn.edu/bas for additional course information.]**CMgt 4196 Construction Management Internship****(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; S-N only; prereq [CMgt major or minor or certificate student], [jr or sr], dept consent ; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF**Description:** Career preparation in construction management. Students will gain hands-on work experiences in a construction company, applying coursework in the work place, contributing knowledge of best practices to make a positive impact on the construction industry, and participate in career development exercises. Professional experience internship requirement for BAsC in Construction Management. May take course maximum of 3 times at maximum 4 credits for total of 12 credits maximum. 1 credit equivalent to 1 month of internship.

CMgt 4572 Structural Frames and Building Design/Construction
 (Sec 001); 3 cr; A-F only; prereq 3001, [AEM 2011 or BP 3001 or BP 3101]; Credit will not be granted if the student has already completed Arch 4571 or Arch 4572; meets DELM req of classroom
 Instructor: STAFF
 Description: Investigation of basic contemporary structural systems in masonry, steel and wood framing systems. An exploration of forms and performance of these systems.

Cultural Studies and Comparative Literature

235 Nicholson Hall: 612/624-8099

CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire
 (Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Brown Jr, Robert L !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!
 Description: How did we become who we are? How did we become "women" or "men," "gay" or "straight?" Where did we get our tastes in clothes, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and photographs, magazine ads, poetry, a graphic novel, science and science journalism, and some "practices" from everyday life: dress, manners and body decoration. The "rhetoric" of culture transmits a view of the world and our loyalty to that view. Its systems of "power" fold us and our texts into large, historical conversations and struggles over ideas and social positions. And the operations of "desire" direct who and what we love, where we find pleasure and how these pleasures figure in the process of making and reproducing culture. It's a basic course for majors and non-majors interested in making sense of their worlds.
 Class time: 60% lecture, 40% Discussion
 Work load: 60 pages of reading per week, 5 pages of writing per semester, 2 exams, 2 papers
 Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers
 Exam format: open-book; short, guided answers

CSCL 1201 Introduction to Cinema and Media Culture
 (Sec 001); Credit will not be granted if credit has been received for: SCMC 1201, SCMC 1201; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF
 Description: The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

CSCL 1301W Reading Culture: Theory and Practice
 (Sec 001-004); 4 cr; meets CLE req of Other Humanities

Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course turns on one central question: How do things 'mean?' Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects--anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors.

Class time: 40% lecture, 60% Discussion

CSCL 1401W Reading Literature: Theory and Practice
 (Sec 001-006); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: What is Literature? How do definitions of it differ over time and across cultures? How does literature play a role in the ways people see themselves and others? How do our histories - personal and cultural - determine how we read it? CSCL 1401W examines such questions in relation to larger patterns of culture and power. You'll emerge from the course with a solid sense of the differences among various genres, and the cultural contexts from which they arise - between an epic poem emerging from a Greek city state and a novel by a German civil servant, say. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it will give you a good sense of the field of Comparative Literature as well as reading and writing skills useful in many other courses and disciplines.

Class time: 40% lecture, 60% Discussion

CSCL 1501W Reading History: Theory and Practice
 (Sec 001-003); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: What is history - is it what we get on The History Channel, or is it something else? Who controls it, who decides what gets included and what's important? Why has history become such a hot political topic - textbooks in schools, for example? This course examines such questions, starting from two assumptions: (1) that history can have explanatory power--it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses.

Class time: 40% lecture, 60% Discussion

CSCL 1905 Freshman Seminar
 (Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom

Instructor: Casarino, Cesare

Description: "What is a Poem? This is a course for people who love reading poetry as well as for people who would love to learn how to love reading poetry--and it should be much fun for both! We will examine some of the basic issues in the study of poetry, such as the changing meanings of the term "poetry," the distinction between epic poetry and lyric poetry, the importance

of the question of love for poetry, and so on. Above all, this is a course in close reading: we will study in detail how poems work, what it is that they do, and why. The course is divided into two sections. In the first section--entitled "From the Epic to the Lyric; or, Love Supreme"--we will read The Epic of Gilgamesh, selections from the works of Sappho, Ovid, William Shakespeare, John Donne, William Blake, Federico Garcia Lorca, Adrienne Rich, as well as contemporary pop songs by P. J. Harvey, Magnetic Fields, and Modest Mouse, among others. In the second section--entitled "The Lyric is Dead! Long Live the Lyric! Or, Modernity on Trial"--we will read selections from the works of Edgar Allan Poe, Charles Baudelaire, Emily Dickinson, Vladimir Mayakovsky, and Allen Ginsberg.

Class time: 50% lecture, 50% Discussion

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

Grade: 100% written reports/papers

CSCL 1905 Freshman Seminar

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

Instructor: Tageldin, Shaden M

Description: Empire may seem a world away--removed in time (a relic of pre-1960s history) or removed in space (something that affects only the so-called "Third World"). But empire is, in fact, at least as close as our TV sets and computer screens, and sometimes it speaks a language very familiar to us as students: coverage of the U.S. occupation of Iraq, for example, has brought us images of U.S. army officers not just shooting on the ground but also pointing at the blackboard, "teaching" Iraqi police how to reinvent their country as an American-style democracy with freedoms of religion, conscience, and speech. In this seminar, we will try to better understand why education and empire remain so closely linked today by studying cultures, both close to home and faraway, that have experienced foreign domination as a two-faced process: a process, in the words of Senegalese novelist Cheikh Hamidou Kane, whose cannons force the body and whose schools fascinate the soul. We will discuss novels, essays, poems, and films by African, Arab, Asian, immigrant, minority, and working-class writers who use classroom scenes to represent empire and a range of responses to its power--ambivalence, assimilation, resistance, revolt. Along the way, we also will think about what we can take from our *own* educations as they take control of us. Readings will include Kane, Chahine, Ahmed, Dangarembga, Salih, Jussawalla, Narayan, Anzaldua, hooks, and others. Open to first-year majors and non-majors.

Class time: 25% lecture, 50% Discussion, 25% group research presentations

Work load: 80 pages of reading per week, 13 pages of writing per semester, 3 papers, 1 group research presentation

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

CSCL 1921 Introduction to Film Study

(Sec 001-004); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: This course is about movies--what they are, how they work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We'll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

CSCL 3173W The Rhetoric of Everyday Life

(Sec 001, 002); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

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

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

Work load: 50 pages of reading per week, 20 pages of writing per semester

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

Exam format: Essay

CSCL 3175 Comedy: Text and Theory

(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Thomas, Gary C. !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!

Description: In this course you'll study two kinds of things, comic texts and theories about comedy. Texts include anything from bumper stickers ("Rapture Now! Get the Assholes Out of Here") and lapel-pin flags to classic drama (a play or two by Aristophanes, Shakespeare, Moliere, Shaw, Beckett, e.g.), obscene and hostile jokes and satire to TV and Hollywood movies (like The Daily Show, Being John Malkovich, Monty Python and the Holy Grail, Borat, American Beauty, Brazil). For theory we'll consider a fairly canonical set of literary, philosophical, psychological, and sociological musings--Deep Thoughts--on the nature, mechanics, and socio-political uses of comedy (among others, Bakhtin, Bergson, Freud, Frye, and a feminist and postmodern or two). The instructor feels constrained to warn those whose delicate sensibilities might be offended by the likes of George Carlin, Rabelais or Roseanne to look elsewhere. Despite the philosophical seriousness with which the Comic Spirit is pursued here, evaluations have been enthusiastic, if polarized: from utterly enraptured ("This course changed my life ... professor is way cool") to deeply disaffected ("Course sucks, teacher's a jerk.")

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 3 exams, Take-home essay questions with two of the exams

Grade: 50% mid-semester exam(s), 35% final exam, 15% quizzes

Exam format: multiple choice, essay

CSCL 3177 On Television

(Sec 001, 002); 4 cr; meets DELM req of classroom

Instructor: STAFF

Description: Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences, and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of

television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music, and digital media.

Class time: 60% lecture, 40% Discussion

Work load: 50 pages of reading per week

CSCL 3179 Reading Literary Movements

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

Instructor: Tageldin, Shaden M

Description: This course will take a transcontinental approach to two modern literary movements usually understood in exclusively European terms: Romanticism and realism. We will rethink these literary movements as "movements of literature" between Europe and two countries--Egypt and India--whose experiences of modern European colonialism sparked surprisingly similar debates about the "proper" content and form of literature. In the 1700s, Europeans reimagined Egypt and India both as traditions that could breathe new life into Western literature and, paradoxically, as lands that they should colonize and "civilize." Egyptian and Indian literati, in turn, imagined that they could resist European domination by revitalizing their own literary traditions with transfusions from the West and thereby becoming--at least in part--"like" Europe. With these problematic histories in mind, we will explore a range of questions: How does the idea of literature itself migrate between East and West in an age of imperialisms, nationalisms, and (post)colonialities? How and why do specific literary genres (especially the novel) travel under these conditions, and what ideological baggage do they carry along the way? Does poetry offer a counternarrative? Might Romanticism or realism anticipate the "postmodernism" of the late 20th century? Readings from Shelley, Hugo, Baudelaire, Dickens, Balzac, Haykal, Mahfouz, Ramadan, Dutt, Tagore, Rushdie, and others. Open to undergraduate majors and non-majors.

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

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

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

CSCL 3181 East Asian Cinemas

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

Instructor: Chen, Leo Chanjen

Description: This course of comparative film history surveys Western understandings of East Asian Cinemas including China, Hong Kong, Taiwan, Japan, Korea, Vietnam, Thailand and the Philippines. By exploring the historical developments and current practices of regional cinemas from East Asia, students will learn to analyze films and cinematic texts across national, cultural, linguistic as well as disciplinary borders. Juxtaposing both cinematic and para-cinematic texts within various thematics, formal traditions and contexts, this class examines East Asian Cinemas in topics such as: Representation of Modernity/Postmodernity, Discourses of Gender/Class/Race, cinema's aesthetic reactions against specific historical events and backgrounds, intertextual references of national cultures and popular genres, emerging subjectivity within diaspora and globalization. Paying particular attention to the methodology and theoretical ramification of comparative cinemas as a discipline, the weekly screenings and discussions will help student learn to identify specific problems of comparison, translation and intervention of cinematic aesthetics, formal characteristics and visual theories in the region of East Asia. By comparing cinematic texts across cultural and disciplinary lines, student will also learn to synthesize theory and practice of national cinemas and further their understanding of the cultures and world views of East Asia through the primer of cinematic lenses.

Class time: 50% lecture, 25% Closed Circuit TV, 25% Discussion

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

Grade: 25% mid-semester exam(s), 35% final exam, 20%

written reports/papers, 20% class participation

Exam format: essay questions

CSCL 3412W Psychoanalysis and Literature Part I: The Essential Freud

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

Instructor: STAFF

Description: What critical tools does psychoanalysis make available to us as students of culture? What are the promises and limitations of psychoanalytical method? To begin to answer such questions, this course engages in close readings of selected writings of Sigmund Freud, including, e.g., "On Narcissism," "The Uncanny," "The Future of an Illusion," "The Ego and the Id," and "Civilization and its Discontents." In addition to reconstructing Freud's often deceptively uncomplicated, yet demanding thinking, the course will focus on the relationship between his theory of the subject and his (variously implicit and explicit) theory of culture, and on how both theories converge in questions concerning the construction of individual and collective identity, i.e., "Who are we?"

CSCL 3421 Culture and the Production of Modern Identity I:

1600-1750

(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: STAFF

Description: This course addresses the 150 year history (1600-1750) of cultural, perceptual, and conceptual changes in the way Western societies defined the self. This includes new and conflicting understandings of the human imagination, subjectivity, the body, and human identity. We will examine these issues across several disciplinary boundaries, using a wide and varied range of primary-source materials supplemented by recent research: medical and anatomical treatises (history of the body), philosophy (inner sense; notions of individuality and subjectivity), literature (tracts on manners, etiquette, and education), visual art (paintings and graphic arts, satirical prints, period cartoons), music (principally opera), and social history (spread of literacy, public and private reading habits, etc.)

CSCL 3456W Sexuality and Culture

(Sec 001-003); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: What is sexuality? When was it invented and how have its cultural constructions and meanings varied over time and place? In the West, for example, pre-modern understandings of human sexuality were radically reconfigured in the 19th century, being organized around the concept of 'homosexual' and 'heterosexual'--symbiotic and mutually exclusive definitions we continue to struggle with to this day. The course examines ways that such struggles--homo/hetero, natural/unnatural, normal/deviant, bio-function/pleasure--are articulated in thought and art, among other things, in order to imagine the possibility of sexuality beyond binary oppositions. Links between sexuality and identity, criminality, and violence are also explored. Readings from critical work of Foucault, Wittig, Cixous, Butler, Sedgwick, etc.; fiction by writers like Melville, Gide, Genet, Duras, Winterson, and Hollinghurst; films by directors such as Birkin, Riggs, Resnais, Haynes, and van Sant.

Class time: 60% lecture, 40% Discussion

CSCL 3458W The Body and the Politics of Representation

(Sec 001, 002); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course examines the social construction of the body, primarily in the West over the past two centuries. We ask: How is the human body made to mean in culture? What technologies of representation--painting, photography, graphic

art, film, video, literature, music, etc.--are engaged in the production of that meaning? And: In what ways does the body then become a site of struggle for power and control? We'll consider how the sexed, gendered, racialized, socially classed body is dressed and undressed; how it is manipulated, colonized, fetishized, surveilled, policed, punished, and otherwise appropriated to ideological purpose; and how it becomes a site of desire, rebellion, conformity, etc. Readings range widely and typically include religious, philosophical, and literary texts, as well as critical theory.

Class time: 75% lecture, 25% Discussion

CSCL 3461 Monsters, Robots, Cyborgs

(Sec 001, 002); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: STAFF

Description: Monsters, Robots and Cyborgs will be a theoretical and historical investigation of these three figures of radical difference. The monster not only gives birth to robot and cyborg, it embodies the fantasies of aberrant reproduction and indestructibility that will characterize its technologized mutations. The goals of the course is to familiarize students with critical issues in the study of Comparative Literature and Film. By providing students with a critical genealogy of the monster, robot and cyborg, this course will emphasize relationships between oral tradition and literary forms, Ancient perspectives and Modern practices, myth and technology, monstrosity and human rights, and psychoanalysis and science fiction and cyborgs and the body politic.

Class time: 75% lecture, 25% Discussion

Work load: 80 pages of reading per week

CSCL 3472 Gay Men and Homophobia in American Culture

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

Instructor: STAFF

Description: Supreme Court rulings, Gay marriage, queer heroes from 9/11, Gay bishops, Will and Grace, Ikea and Miller Lite commercials, metrosexuals, and the Fab Five: Why are the gendered body, sexual desire, eroticism?and the labels and identities attached to them?so heavily invested with significance in American culture? Specifically why, despite legal and social gains and popular entertainments, are gay/queer men and homosexuality still capable of generating violent emotion and bodily assault (gay-bashing) and mobilizing elaborate means of censorship and containment? Whose interests are served by the maintenance of homophobia and the queer closet, and is there an alternative to the great In/Out divide? Crucially: What cultural forces?discursive, psycho-social, economic?drive historical change? The course examines these and related questions in their historical context, from late colonial times to the present, and from a variety of perspectives, including philosophy, psychology and medicine, religion and law, literature, visual art, music, and film. The course creates a space where the much-contested realities of homosexuality and queer subcultures can be approached in an atmosphere of free and open inquiry. In the past CSCL 3472 has drawn men and women, gay- and nongay-identified students in roughly equal numbers. .

Class time: 70% lecture, 30% Discussion

CSCL 3557W Close Reading

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

Instructor: Pepper, Thomas Adam

Description: The aim of this course is to make students attentive to the fine structures --lexical, grammatical, rhetorical--of pieces of language. While today's students are confronted with a plethora of information, this does not at all mean that they are prepared for organizing, analyzing, criticizing, and understanding this information. It is more important than ever to show students how to become more attuned to the language which encroaches upon them every day, as well as the language they themselves produce. Knowing implies doing. This

is not a lecture course. It is writing intensive. Students are presented with a series of literary, critical, philosophical, and political texts. Both in the dialogic format of the classroom, as well as in several short writing exercises, the students learn to approach verbal language not as something transparent and the meaning of which is given at a glance, but which, on the contrary, is made up of ambiguities, metaphors, unfamiliar words, significant repetitions, allusions, breaks in structure, and elements that resist being reduced to a simple meaning that merely represents a state of affairs in the world.

Class time: 30% lecture, 70% Discussion

Work load: 150 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers

Grade: 10% final exam, 60% written reports/papers, 30% class participation

Exam format: essay

CSCL 3771 Basic Concepts of Literary Study

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

Instructor: STAFF

Description: Studying criticism and theory means learning to read. This course will introduce you to the lively debates and controversies that characterize the field of literary study. It is not a matter of mechanically applying a "method" - if reading was strictly deterministic, it would have been automated already. Nor is it a question of the relative merits of concepts, ideas, and approaches. This course will trace the history of literary study along a select number of basic concepts, such as authorship and authority, reading, history, ideology, race, gender, subjectivity, knowledge, and desire. We will discuss features and procedures of literary texts in terms of structuralism, semiotics, psychoanalysis, cultural poetics, post-structuralism, discourse analysis. Among your goals are an understanding of concepts that can justify or otherwise support particular readings, and an increased ability to observe and articulate principles that animate your own practice.

Class time: 70% lecture, 30% Discussion

CSCL 3910 Topics in Cultural Studies and Comparative Literature

(Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Zipes, Jack

Description: The fairy tales of the Brothers Grimm have had a powerful influence on the socialization of children and adults, and this course will explore how their tales have been adapted by filmmakers throughout the world. Though the major figure in cinematic adaptation is Walt Disney, there have been numerous other significant filmmakers who have used the Grimms' fairy tales to comment on gender and social class conflict. The course will begin by examining the early work of the French filmmaker Georges Melies and Walt Disney. The focus of the course will be on the classcal fairy tales such as "Snow White," "Little Red Riding Hood," "Cinderella," "Sleeping Beauty," "The Frog King," "Rapunzel," "Bluebeard," "Rapunzel," and "Rumpelstiltskin. The works of important American filmmakers such as Jim Henson, Tom Davenport, Shelly Duvall, Matthew Bright, Edward Dmytryk, and others. Special attention will be paid to the experimental work of the American animator Michael Sporn and foreign filmmakers such as Vaclav Vorlicek, Paul Grimault, Michel Ocelot, and Hayao Miyazaki. While the focus of the course will be on the Grimms' tales, other fairy tales by Charles Perrault and Hans Christian Andersen and their cinematic adaptations will be examined along with such classics as Pinocchio and Peter Pan.

Class time: 50% lecture

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

CSCL 3979 Issues in Cultural Pluralism

(Sec 003); 3 cr; meets CLE req of Citizenship/Publ Ethics

Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!

Description: A debate between Aristotle and Thomas Jefferson frames this course: whether some of us are by our very nature born to be slaves, as Aristotle claimed; or whether we are all born equal as Jefferson says in the Declaration of Independence. The course asks, then, about these claims about nature and about our nature, what is a person in law and in practice, and why we find ourselves in a plural world bouncing between Aristotle and Jefferson over issues of culture and race. Why there have been periodic flares of racism in America - about once per generation - is analyzed in an essay by Lipsset: the recent "haves" vs. those who want to "make it" next in a fluid society. How have we justified war against natives, using Aristotle's arguments (yet again), as alternatives to altruism and brotherly love? Who am I, and who are you, and we and they? - asks a lovely essay called Passing, in which we begin to understand that we all move through the world more or less clearly seen and defined to be who we are; some of us very visible, others not; contexts, social reality. What happens when social inequality becomes law, as in the Nazi era, is elucidated as actual history in a tape to which we listen. The course is taught as a dialogue, a reading packet serves as the basis for the course. Two essays/projects are required.

Class time: 60% lecture, 40% Discussion

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

Grade: 10% class participation, 90% Essays or Projects-to be discussed in class

Exam format: NONE

CSCL 5147 Teaching as Dialogue

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

Instructor: Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!

Description: Teaching as Dialogue explores teaching as a form of dialogue between teacher and students, as process and politics. As dialogue, the teacher engages students and subject matter as ways of interacting with one another's knowing, thinking, and doing. Students in this course will read and discuss a variety of aspects of teaching: how to engage students, how to remain engaged in one's own teaching; how to move a course forward; to continue to grow intellectually while moving students toward their own futurity; how about grades and judgment; knowing, and thinking critically. We will explore differences between the idea and practice of teacher as lecturer, as facilitator, and as someone who enters into dialogue: both as methods and as ways of being a teacher. Students will also be invited to observe and to interact with the instructor in the context of a large class. Readings will include Paulo Freire's Pedagogy of the Oppressed, Sarles' Teaching as Dialogue, some of Plato's dialogues (Apology, Phaedrus), and other works we find useful or important. A course essay or project is required.

Class time: 100% lecture/dialogue

Work load: 40 pages of reading per week, 1 papers

Grade: 60% written reports/papers, 40% class participation

Exam format: None

CSCL 5256W Suburbia

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

Instructor: Archer, John !!Arthur Motley Exemplary Tch Aw!!

Description: Over half of all Americans live and work in suburbia. It is a physical and cultural terrain that embodies many of America's most cherished ideals, yet consistently it is blamed for much of what is wrong with the country. "Suburbia" remains a term that defies simple definition--historically, geographically, politically, demographically, or architecturally. This course examines the historical circumstances that gave rise to modern suburbia as we know it, beginning in 18th century England and continuing to the present day, with the greatest emphasis on the United States. Central issues for examination include design, planning, politics, domesticity, family, transportation, technology, and economy. The course also examines how suburbia has altered the balance in American society of high, low, and popular

culture, and has changed the course of American politics, economy, work, family, and domesticity. The course examines specific sites and designs, as well as representations of suburbia in such media as film, television, advertising, popular literature, and music. Lectures and readings are organized around such topics as: suburbia in music and film; house, yard, and neighborhood; family and domesticity; automobile culture and consumption; edge cities, new urbanism and sprawl. The course is offered simultaneously through Cultural Studies and Comparative Literature (CSCL) and Architecture (Arch).

Class time: 100% lecture

Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

Exam format: essay

CSCL 5555 Introduction to Semiotics

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

Instructor: Mowitt, John W !!Grad and Prof Teaching Award!!

Description: In what sense does a word stand for a thought? In what sense does a politician stand in for his or her constituency? How do we know what a weather vane is telling us? In what sense do a photograph and a story stand for what they refer to differently? In what sense are someone's clothes "trying to say something"? What does "stand for" stand for? How might different answers to such questions change the way we think about language, the world, ourselves and others? These questions and the practices they relate to are among the many concerns of semiotics, the general science of signs (as it was once famously put). In this course we will not try to answer such questions directly, but we will study intently several key formulations concerning what is at stake--linguistically, philosophically, politically in such questions. More specifically, we will turn our attention to a number of figures who over the course of roughly a century (beginning in the 1860s) have come to have a deep impact on how one thinks about the presence and function of signs in western culture. Too often the writings of Peirce, Barthes, Kristeva et al, are assimilated "second hand" and rarely are their distinctive contributions to semiotics given the importance they merit. This course will create the context wherein such shortcomings can be avoided, while at the same time clarifying how semiotics challenges the way text and context get opposed in so much contemporary scholarship in the humanities.

Class time: 80% lecture, 20% Discussion

Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester, 3 papers

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

CSCL 5910 Topics in Cultural Studies and Comparative Literature

(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Zipes, Jack

Description: This course will explore the transformations that the classical fairy tales in western culture have undergone through the processes and technologies of orality, literacy, cinema, and the Internet. Aside from focusing on Walter Ong's major work, Orality and Literacy, as a basis for understanding how and why transformations have occurred, the course will include texts by Eric Havelock, Jack Goody, Dan Sperber, Adam Philips, Lawrence Venuti, Chris Jenks, Pierre Bourdieu, and George Landow that deal with theories of adaptation, translation, cultural reproduction and evolution, and hypertext. Primary prose works and films will be examined and compared within socio-historical contexts to understand how meanings, techniques, and styles shift within a fairy-tale discourse. Are there dominant paradigms that continue to have an influence from the medieval period to the present? How do fairy-tale discourses develop? What role did French and British culture play in stabilizing the form of the fairy tale in the eighteenth and nineteenth centuries? Can one determine an Americanization, homogenization, or globalization of the fairy tale through film and hypertext in the twenty-first century? Students will be required to participate within a group that will undertake a case study to be presented in the class. In addition to this requirement, a research

paper on some aspect of fairy-tale transformation is to be submitted by the end of the semester.

directed by advisor.

CSCL 5993 Directed Study

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

Instructor: STAFF

Description: Directed study - arranged

Curriculum and Instruction

145 Peik Hall: 612/625-6372

CI 1001 Introduction to the Elementary School

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

Instructor: DeLapp, Peggy Zemke, Cathy

Description: This course is intended to be a beginning course for undergraduate students considering a career in elementary education. Students examine various aspects of elementary schools and teaching, including school contexts and organization, standards, curriculum, assessment, policy, culture and diversity, contemporary students, and the role of the teacher. The course includes school visits.

Class time: 30% lecture, 40% Discussion, 15% Laboratory, 15% small group projects

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 papers, small group presentations and projects

Grade: 40% written reports/papers, 10% special projects, 25% quizzes, 7% in-class presentations, 8% class participation, 10% Group projects

Exam format: open-book quiz, presentation, or paper

CI 5096 Art Education: Practicum

(Sec 001, 002); 1-6 cr; max crs 6, 6 repeats allowed; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: Issues of art instruction, including teaching methods and evaluation, philosophical frameworks of pedagogy and institutional issues concerning art programs in primary and secondary schools. Practicum requiring students to work in a public school setting.

CI 5177 Practical Research

(Sec 001); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA Teacher Leadership MEd student; meets DELM req of classroom

Instructor: STAFF

Description: Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

CI 5186 School-Related Projects

(Sec 001-006); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq MEd student; meets DELM req of classroom

Instructor: STAFF

Description: Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools

(Sec 001-004); 2-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq MEd student in elem or early childhood ed; meets DELM req of classroom

Instructor: STAFF

Description: Elementary school classroom teaching project designed to improve specific teaching skills. Approved and

CI 5190 Directed Individual Study in Curriculum and Instruction (Sec 001-003); 1-6 cr; max crs 12, 12 repeats allowed; prereq Grad student only; meets DELM req of classroom

Instructor: STAFF

Description: Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

CI 5351 Technology Tools for Educators

(Sec 001); 3 cr; A-F only; prereq Basic knowledge of Macintosh operating system and a word processing program; meets DELM req of classroom

Instructor: STAFF

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

CI 5472 Teaching Film, Television, and Media Studies

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

Instructor: Beach, Richard W !!Educ Distinguished Tchg Awd!!

Description: Methods of teaching film, video, and media studies at the secondary and college level, methods for eliciting critical responses; analysis of film/video techniques; analysis of cultural representations and genre characteristics; connecting and comparing film/video and literature; studying documentary and television news; developing media studies units.

Class time: 20% lecture, 80% Discussion

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

Grade: 50% written reports/papers, 50% Journal

CI 5501 Teaching Science and Health in the Elementary School

(Sec 001); 2 cr; A-F only; prereq Elem ed initial licensure only; meets DELM req of classroom

Instructor: Johnson, Roger T

Description: Methods and materials for teaching science and health at the elementary school level.

CI 5693 Directed Study in Second Languages and Cultures

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Individual or group work on curricular, instructional, or assessment problems.

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools

(Sec 001); 2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates; meets DELM req of classroom

Instructor: STAFF

Description: Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

CI 5697 Practicum: ESL in the Elementary School

(Sec 001); 2 cr; prereq Adviser approval; meets DELM req of classroom

Instructor: STAFF

Description: Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

CI 5698 Student Teaching in Second Languages and Cultures

(Sec 001); 2 cr; prereq Adviser approval; credits cannot be counted on a graduate degree program; meets DELM req of

classroom**Instructor:** STAFF**Description:** Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.**CI 5821 Teaching Mathematics in the Elementary School (Sec 001, 002); 2 cr; A-F only; prereq Elem ed initial licensure only; meets DELM req of classroom****Instructor:** STAFF**Description:** Principles of learning pertinent to the modern program of mathematics in elementary grades. Objectives, content, philosophy, instructional materials and methods of instruction and evaluation.**CI 5902 Family Education Perspectives (Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** STAFF**Description:** Origins, evolution, and critique of alternative perspectives on family education; implications for educators, programs, and participants.**CI 5922 Family and Consumer Sciences Curriculum in Grades 5-12****(Sec 001); 3 cr; A-F only; prereq ILP student; credit will not be granted if credit received for: FE 5302; meets DELM req of classroom****Instructor:** STAFF**Description:** Examination, development, and implementation of family and consumer sciences curriculum in grades 5-12.**CI 5925 Family and Consumer Sciences Student Teaching II (Sec 001); 2 cr; prereq 5924; meets DELM req of classroom****Instructor:** Lundell, Amy Jo**Description:** Part-time supervised teaching experience in family and consumer sciences programs, guided by on-campus seminars that emphasize reflective teaching practice and student learning in the context of middle and high schools.**CI 5937 Parent-Child Interaction****(Sec 001); 3 cr; A-F only; credit will not be granted if credit received for: FE 5712; meets DELM req of classroom****Instructor:** STAFF**Description:** Analysis and critique of parent-child interaction theory and research; implications for parent-child relationships and parents' and children's development; application in professional work with families.**CI 5952 Everyday Lives of Youth****(Sec 001); 3 cr; A-F only; prereq YDL student or instr consent ; credit will not be granted if credit received for: WCFE 5411; meets DELM req of classroom****Instructor:** Baizerman, Michael Leon !!CHE McFarland Outstand Tchg Aw; Outstanding Achievement Award!!**Description:** Exploration of how youth as idea and as lived-reality are understood in scholarship, public discourse, and professional practice as a first step in building a critical practice of work with and/or on behalf of youth.**CI 5956 Organizational Approaches to Youth Development (Sec 001); 3 cr; A-F only; prereq YDL MEd student or instr consent; credit will not be granted if credit received for: WCFE 5413; meets DELM req of classroom****Instructor:** Walker, Joyce Ann**Description:** Examination of historical contexts, theoretical frameworks, organizational practices and public policies that shape the nonformal educational experiences of youth in community-based or school-linked settings.**CI 5960 Seminar in Youth Development Leadership****(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq YDL student or instr consent; credit will not be granted if credit received for: WCFE 5451; meets DELM req of classroom****Instructor:** Walker, Joyce Ann**Description:** Group study of topics and issues in the youth development field; practice in course proposal and educational program development; participation in a co-created learning experience with a group of peers. Four-course sequence.**CI 5962 Leadership Field Experience: Youth Development (Sec 001); 4 cr; S-N only; prereq YDL student or instr consent; meets DELM req of classroom****Instructor:** Walker, Joyce Ann**Description:** Demonstration of leadership in practice; project built on understanding of youth, experiential pedagogy, community and program settings; focuses on public policy, advocacy, evaluation, pedagogical issues, program design, curriculum development, or applied research.**Dance****Barbara Barker Center for Dance:
612/624-5060****Dnce 1001 Modern Dance Technique 1****(Sec 001, 002); 1 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** This course is a basic introduction to modern dance technique. Emphasis will be placed on successful performance of the fundamental elements that comprise modern dance technique. This will include class warm-up, center floor sequences and combinations, and movement patterns that move across and through space. This course will also include basic elements of dance improvisation as well as fundamental anatomical understanding. Classes will be based on the exploration of the elements of time, space and energy while emphasizing alignment, flexibility, strength, clarity and efficiency of movement.**Class time:****Work load:** 1 papers, Attending a Modern Dance Performance**Dnce 1201 Jazz Technique 1****(Sec 001); 1 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** This is the first of an eight-semester sequence of jazz dance technique/style. Class work will focus on fundamental jazz vocabulary and movement. Emphasis will be on basic understanding of proper body placement, clear articulation and basic mechanics of jazz movement, and basic rhythm patterns. Improvisation will be introduced as a tool to gain a better understanding of one's movement potential.**Class time:** 100% studio**Work load:** 1 papers**Dnce 1301 Tap Technique 1****(Sec 001); 1 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** This studio class will focus on the fundamentals of tap dance with an emphasis on musicality and rhythm. Students will learn basic footwork and combinations and beginning time steps. Students will also be introduced to exercises for tap dance improvisation.**Class time:** 100% Studio**Dnce 1323 Swing Dance****(Sec 001, 002); 1 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** This course will cover the traditional swing dances popular in the United States during the 1930s and through the early 1960s. Each week new movements and figures will be

taught and previous dances will be reviewed. To increase the learning process, students will be expected to change partners throughout class.

Dnce 3010 Modern Dance Technique 5

(Sec 001, 002); 2 cr; max crs 4; prereq dept consent; audit registration not permitted; meets DELM req of classroom
Instructor: STAFF

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

Class time: 100% Studio

Work load: 1 papers

Dnce 3210 Jazz Technique 5

(Sec 001); 1 cr; max crs 2; prereq dept consent; audit registration not permitted; meets DELM req of classroom
Instructor: STAFF

Description: This is the fifth of an eight-semester sequence of jazz dance technique/style. Classwork will concentrate on the development of a clear understanding of the eclectic range of jazz dance and its various styles. Movement vocabulary will cover styles from the American vernacular to more contemporary styles of today. In addition to the established techniques from the previous levels, focus will be placed on off-center movements, floor work and a variety of turns and jumps. Emphasis will be on individual style, working on clarity of movement, and improvisation. Successful completion of previous level or departmental approval by audition required for registration.

Class time: 100% Studio

Work load: 1 papers

Danish

205 Folwell Hall: 612/625-2080

Dan 1001 Beginning Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 4001, DAN 4001; 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: The goal of the first year of language instruction is to develop a basic communicative proficiency in Danish. From day one you will work on understanding spoken and written Danish and speak and write Danish yourself, learning to handle linguistically concrete, simple everyday transactions. Most of the class time is taken up by interactive communicative activities in pairs and small groups. Small class sizes allow you to improve your listening, speaking, writing and reading skills in everyday class session. Learning about life and culture in Denmark is an integral part of the course. We use video material and work in the multi-media lab.

Dan 1003 Intermediate Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 4003, DAN 4003; 5 cr; prereq 1002; meets DELM req of classroom

Instructor: STAFF

Description: In the second year, you will further develop your proficiency in Danish using the same communicative approach as in Beginning Danish. At the intermediate level you will be reading, writing and listening to more advanced, sometimes authentic, Danish material and you will expand and refine your vocabulary and your knowledge of grammar. Learning about life

and culture in Denmark is an integral part of the course. We use video material, and work in the multi-media lab

Dan 4001 Beginning Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 1001, DAN 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: The goal of the first year of language instruction is to develop a basic communicative proficiency in Danish. From day one you will work on understanding spoken and written Danish and speak and write Danish yourself, learning to handle linguistically concrete, simple everyday transactions. Most of the class time is taken up by interactive communicative activities in pairs and small groups. Small class sizes allow you to improve your listening, speaking, writing and reading skills in everyday class session. Learning about life and culture in Denmark is an integral part of the course. We use video material and work in the multi-media lab.

Dan 4003 Intermediate Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 1003, DAN 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: In the second year, you will further develop your proficiency in Danish using the same communicative approach as in Beginning Danish. At the intermediate level you will be reading, writing and listening to more advanced, sometimes authentic, Danish material and you will expand and refine your vocabulary and your knowledge of grammar. Learning about life and culture in Denmark is an integral part of the course. We use video material, and work in the multi-media lab

Dental Hygiene

9-406 Malcolm Moos Health Sciences

Tower: 612/625-9121

DH 2132 Head and Neck Anatomy

(Sec 001); 1 cr; A-F only; prereq DH student; meets DELM req of classroom

Instructor: Blue, Christine M

Description: Anatomical structures of the head and neck as they relate to the practice of dental hygiene. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, CD-ROM, discussion. Textbooks: M. Fehrengach and S. Herring: "Illustrated Anatomy of the Head and Neck." W.B. Saunders. Course only open to students enrolled in the Program in Dental Hygiene.

Class time:

Exam format: Multiple choice

Design Institute

101 Rapson Hall: 612/625-3373

Desl 5100 Design Institute Directed Study

(Sec 002-004); 1-3 cr; max crs 9, 6 repeats allowed; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: Independent or directed study. See Design Institute for more information.

Design, Housing, and Apparel

240 McNeal Hall: 612/624-9700

DHA 1101W Introduction to Design Thinking

(Sec 001); Credit will not be granted if credit has been received for: LA 1101W; 4 cr; A-F only; meets DELM req of classroom; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Hemmis, Patricia Ann

Description: This course is an introduction to the theories and processes that underpin design thinking and practice. Students investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions, the practice of the design professions, and the power of design in culture. This course is intended for undergraduate students with an interest in pursuing design and design-related areas as professions: through clothing design, architecture, interior design, graphic design, housing studies, product design, landscape architecture, urban design and planning, and retail merchandising. This course is also a primary core requirement in the U of M undergraduate design minor. Secondary audiences might be any students who are interested in diverse types of thinking or design processes. This course creates an opportunity for all design and design-related students to be in the same classroom, learning from faculty and practitioners of different design specializations, and learning from one another. This setting exposes students to all facets of design and provides them an interdisciplinary perspective about design and human behavior. For non-design students, the course offers the opportunity to raise their awareness about the value and the power of design in our culture. Text: Lawson, B. (1997) "How Designers Think", Oxford, England: Architectural Press.

Class time: 70% lecture, 25% Discussion, 5% Videos, and one on-campus field trip

Work load: 8 pages of reading per week, 25 pages of writing per semester, 5 papers, Design journal--3 pages per week, 5 in-class assignments

Grade: 67.5% written reports/papers, 20% problem solving, 12.5% Design journal

DHA 1201 Clothing Design, Merchandising, and the Consumer (Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: Johnson PhD, Kim KP !!Outstanding Achievement Award!!

Description: In this course I provide students with an orientation to the apparel business, emphasizing ethical dimensions of decision-making regarding the delivery of textile and apparel products to the ultimate consumer. Topics covered include development of the fashion system and the ready-to-wear industry; early ethical positions on the use of labor; how consumer demand fuels fashion; apparel manufacturing and sweat-shop labor; business and legal framework for the industry; types of retailers and retailing; retail functions; retailer as citizen of the community. To address these topics I use a variety of learning approaches including videos, guest speakers, in-class exercises, case studies, and readings. The course is web enhanced thru WebCT.

Class time: 50% lecture, 20% Discussion, 30% Guest speakers, videos

Work load: 30 pages of reading per week, 4 exams, In class activities, quizzes are required.

Grade: 25% final exam, 25% quizzes, 10% class participation, 40% 3 exams given during the semester

Exam format: Multiple choice, true/false, fill in the blank

DHA 1221 Clothing Assembly Fundamentals

(Sec 001, 002); 3 cr; A-F only; prereq Pre-clothing design major or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to the study of basic clothing structure through analysis of existing garments and application of basic sewing principles for creating new garments. The objectives of

the course are: 1) To learn basic clothing assembly skills by studying existing garments and 2) To apply basic sewing fundamentals by creating several basic garments. This class is designed for pre-Clothing Design majors or those students interested in Clothing Design (instructor permission requested). The class is designed for studio learning opportunities with supporting lecture and demonstration. Project work requires an average of 10 hours outside of class.

Class time: 25% lecture, 75% Laboratory

Work load: 40% Exercises; 60% major projects

Grade: 50% final exam, 30% special projects, 20% quizzes

Exam format: Multiple choice, true/false, fill in the blank

DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions

(Sec 001-004); 4 cr; A-F only; prereq DHA major or premajor; meets DELM req of classroom

Instructor: STAFF

Description: In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced--with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and-three dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.

Class time: 20% lecture, 20% Discussion

Work load: 12 hours work outside class per week on various drawing assignments

Grade: 10% class participation, 90% visual assignments

Exam format: Final presentation

DHA 1312 Foundations: Color and Design in Two and Three Dimensions

(Sec 001-004); 4 cr; A-F only; prereq DHA major or pre-major; meets DELM req of classroom

Instructor: STAFF

Description: "This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy, and resources (supplies run approximately \$200.) The result? You will produce a portfolio that is a descriptive explanation and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.

Class time: 20% lecture, 20% critique; 60% studio work

Work load: 10 pages of reading per week, 15 pages of writing per semester, 7 major designs and 16 in-studio exercises

Grade: 20% written reports/papers, 80% studio designs and exercises

DHA 1315 Foundations: The Graphic Studio

(Sec 001, 002); 4 cr; A-F only; prereq [DHA major or pre-major] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This class will provide an overview of the design communication process including creative procedure,

terminology, and technology, and will introduce the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed.

Class time: 50% lecture, 10% Discussion, 40% Laboratory
Grade: 25% class participation, 50% problem solving, 25% in-class exercises

DHA 1601 Interior Design Studio I

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

Instructor: STAFF

Description: Introduction to theories used to solve interior design problems related to human behavior. Course based upon the design process and communication skills required of the interior design profession.

Class time: 5% lecture, 10% Discussion, 85% studio

Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, studio projects

Grade: 10% quizzes, 5% class participation, 85% studio projects

Exam format: short answer/essay

DHA 2213 Textile Analysis

(Sec 001, 007); 4 cr; A-F only; prereq DHA major or pre-major or instr consent; meets DELM req of classroom

Instructor: LaBat, Karen Louise

Description: The study of physical, chemical and biological characteristics of fibers, yarns, textile structures and finishes, and the effect on performance and appearance of textile products. Product categories include clothing, interior, and industrial textiles. The course will be web enhanced but the URL is not assigned yet.

Class time: 50% lecture, 50% Laboratory

Work load: 20-30 pages of reading per week, 7 exams, weekly lab exercises

Grade: 25% mid-semester exam(s), 40% final exam, 25% lab work, 10% problem solving

Exam format: Essay/multiple choice

DHA 2334 Computer Applications I: Digital Composition for Design

(Sec 002); 3 cr; A-F only; prereq DHA major or pre-major, 1311, 1312, 1315; meets DELM req of classroom

Instructor: Chu, Sauman !!Outstanding Achievement Award!!

Description: This course focuses on developing solutions to visual communication objectives using computers. Using microcomputers, peripherals and industry standard software, students gain essential skills in the composition of visual elements in the electronic realm. Students will use the computer as a tool for creating designs for traditional media as well as for the digital environment. Included will be aspects of desktop publishing, illustration, image scanning and manipulation, design and production of desktop presentation, and electronic publishing via the Internet.

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

Work load: Five design projects

Grade: 10% in-class presentations, 10% class participation, 80% Design projects

DHA 2345 Typographic Design

(Sec 001); 3 cr; A-F only; prereq DHA major, pass portfolio review; meets DELM req of classroom

Instructor: STAFF

Description: Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication--the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored through reading, research, exercises, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and

expression: the direct correlation to gestalt design principles will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.

Class time: 10% lecture, 60% studio; 30% critique

Work load: 8 pages of writing per semester, 2 papers, 8 studio projects

Grade: 100% studio design projects including process participation

DHA 2401 Introduction to Housing

(Sec 001); 3 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom

Instructor: Ziebarth, Ann

Description: Housing is more than "protection from the elements". House and home have social, economic and psychological implications. This course is designed to develop an understanding of and appreciation for the complexity of housing. The goal is to familiarize you with housing as a process and a product in the context of the individual, the family, and the community. Topics addressed include: an introduction to housing studies, architectural styles and preferences, residential construction methods and components, housing finance (buying a home), housing markets, social and psychological aspects of home, and government laws, policies, and regulations. This course is designed for undergraduates, but is open to anyone. Students who are Housing Studies majors and those seeking a minor in Housing Studies are required to complete this course as part of the program core. The course will be web enhanced with a web Vista page that is available to registered students.

Class time: 75% lecture, 20% Discussion, 5% in-class activities

Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams

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

Exam format: essay, short answer, some multiple choice

DHA 2603 Interior Design Studio III

(Sec 001, 002); 4 cr; A-F only; prereq 1602 with grade of at least C-, pass portfolio review, DHA major; meets DELM req of classroom

Instructor: STAFF

Description: Focus of the course is on presentation skills design of interior environment as influenced by neighborhood, adjacent structures, regional context and diverse cultures.

Class time: 5% lecture, 10% Discussion, 85% studio

Work load: 10 pages of reading per week, 10 pages of writing per semester, 80 studio projects

Grade: 95% studio projects

DHA 2621 Computer Aided Design: Interior Design

(Sec 001, 002); 4 cr; A-F only; prereq [DHA major, pass portfolio review] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Application of two- and three-dimensional computer drawing in design/visualization of interior space. AutoCAD software used on a window-based system.

Class time: 5% lecture, 5% Discussion, 60% Laboratory, 30% design problem solving

Work load: 10 pages of reading per week, 3 exams, CAD drafting/2 and 3D

Grade: 10% quizzes, 5% class participation, 85% problem solving

Exam format: CAD exercises and short answer

DHA 3201 Strategic Career Planning

(Sec 001); 1 cr; A-F only; prereq [Jr or sr or at least 60 cr], retail merchandising major; meets DELM req of classroom

Instructor: Fredrickson, Heather Nagle

Description: Strategic Career Planning for students in Retail Merchandising - Discover your strengths, learn what career opportunities fit with your major and develop top-notch skills and materials to land you an ideal internship or job! The focus of this course is to increase your awareness, knowledge and skills associated with the career identification and internship/job search process. Through this course you will gain an understanding of the relationship of interests, skills, personality, and work values to career choice. Each topic will convey information that will be applicable for a lifetime of career development and employment change. Learning job search strategies and developing application skills are intended to increase your level of self-confidence in this process. You will: examine your skills, interests and individual strengths; learn about retail-related careers and companies; produce a resume and sample cover letter that best represent your experience and career interests to potential employers; learn networking and internship/job search techniques, including identifying employment listings and conducting employer research; learn how to research and prepare for salary negotiation; prepare for and practice an interview; and develop an action plan and set career related goals. This is an interactive course, which also includes individual practice/mock interviews with Career Professionals and a Career Panel.

Class time: 55% lecture, 10% Discussion, 35% Class Activities

Work load: 10 pages of writing per semester, 3 papers, Cover Letter, Resume and Portfolio

Grade: 50% written reports/papers, 40% special projects, 10% class participation

DHA 3223 Clothing Design Studio III

(Sec 001); 4 cr; A-F only; prereq 2222 with grade of at least C-, DHA major, pass portfolio review; meets DELM req of classroom

Instructor: STAFF

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

Class time: 15% lecture, 85% studio work

Work load: projects require an average of 15 hours per week out of class

Grade: 80% special projects, 10% in-class presentations, 10% lab work

DHA 3352 Graphic Design II: Identity and Symbols

(Sec 001); 3 cr; A-F only; prereq 2351, DHA major; meets DELM req of classroom

Instructor: STAFF

Description: This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.

Class time: 10% lecture, 10% Discussion, 80% studio time

Work load: 5 projects

Grade: 60% special projects, 10% class participation, 30% problem solving

DHA 3605 Interior Design Studio V

(Sec 001, 002); 4 cr; A-F only; prereq [2402, 2604, 2613] with grade of at least C-, DHA major; meets DELM req of classroom

Instructor: STAFF

Description: Advanced interior design projects dealing with small to medium scale spaces. Emphasizes special-needs populations.

Class time: 5% lecture, 10% Discussion, 85% design problem solving

Work load: 10 pages of reading per week, 10 pages of writing per semester, 80 design projects

Grade: 5% in-class presentations, 5% class participation, 90% studio projects

DHA 3614 Interior Design Ethics and Professional Practice (Sec 001); 4 cr; A-F only; prereq 2604, pass portfolio review; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: STAFF

Description: The business of interior design, professional ethics and responsible design are emphasized. Students investigate their responsibility to their business clients, colleagues and the community at large. Professional portfolios and credentials will be discussed. This course will be web enhanced.

Class time: 35% lecture, 30% Discussion, 35% portions of the course on the web

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

Grade: 20% special projects, 30% quizzes, 10% class participation, 40% problem solving

Exam format: multiple choice, essay

DHA 4131W History of Visual Communication

(Sec 001); 4 cr; A-F only; prereq Intro history or art history course; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Martinson, Barbara Elizabeth

Description: This course will provide an historical analysis of visual communication with emphasis on the technological, cultural, and aesthetic influences on graphic design. Course format will include lecture, video, class session activities, and course readings. There will be nine quizzes, four tests, and several projects. Upon completion of this course students will: 1) Have gained an understanding of the role that graphic communications play as part of material culture-part of the designed human environment. 2) Have an awareness of how graphic design is influenced by and also affects the cultural context. 3) Have investigated the technological, cultural, and aesthetic influences on graphic design. 4) Have an awareness of the dominant concepts and individuals within the field of visual communication.

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

Work load: 100 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers, Design projects

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

Exam format: Identification, compare/contrast, short answer, brief essay

DHA 4161 History of Interiors and Furnishings: Ancient to 1750 (Sec 001); 4 cr; A-F only; prereq Arch history course or instr consent; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Zollinger, Stephanie Watson !!Outstanding Service Award!!

Description: Study of European and American interiors and furnishings including furniture, textiles and decorative objects.

Class time: 70% lecture, 20% Discussion, 10% small groups

Work load: 20 pages of reading per week, 10 pages of writing per semester, special projects

Grade: 40% final exam, 10% written reports/papers, 10% special projects, 35% quizzes, 5% class participation

Exam format: multiple choice, essay

DHA 4196 Internship in DHA

(Sec 001, 017, 020-024); 1-4 cr; max crs 4, 1 repeat allowed;

S-N only; prereq Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instr. consent; meets DELM req of classroom
Instructor: STAFF
Description:

DHA 4225 Clothing Design Studio V

(Sec 001); 4 cr; A-F only; prereq 3224 with grade of at least C-, DHA major; meets DELM req of classroom

Instructor: Bye, Elizabeth Kersch !!Outstanding Achievement Award!!

Description: Senior level studio based course. Students use the design process to research and develop a marketable line of garments in preparation for public presentation

Class time: 15% lecture, 85% Studio

Work load: 5 papers, 3 completed garments

Grade: 40% written reports/papers, 60% special projects

DHA 4354 Graphic Design IV: Integrative Campaign

(Sec 001, 002); 4 cr; A-F only; prereq 3353, DHA major; meets DELM req of classroom

Instructor: STAFF

Description: This course will focus on a multi-faceted designed communication campaign involving substantial investigation and conceptual application. The project undertaken will be, in large part, developed by the individual student as a result of his/her research and specific interests. The multi-faceted character of the project will support a unified theme/concept/idea for an identified client that is aimed effectively at a specific market or interest group. The completed project will demonstrate the student's ability to maximally apply acquired knowledge, skill and understanding of design, including a high degree of thought and sophisticated creativity. The course will build on typographic, compositional and imaging skills that students have developed in earlier classes.

Class time: 30% lecture, 30% Discussion, 40% studio time

Work load: 5 projects

Grade: 25% class participation, 75% design project

DHA 4607 Interior Design Studio VII

(Sec 001, 002); 4 cr; A-F only; prereq 3606 with grade of at least C-, 3614, DHA major; meets DELM req of classroom

Instructor: STAFF

Description: Interior Design Studio for majors. The course addresses sense of place and the contribution of artifacts to interior environments. The projects include using historic precedent for adaptive use or renovation of spaces. Life safety issues and universal design are part of the design parameters.

Class time: 5% lecture, 10% Discussion, 85% design studio, critique and the design process

Work load: 20 pages of writing per semester, written, verbal, and visual presentations of designs

Grade: 15% in-class presentations, 5% class participation, 80% design projects

DHA 5193 Directed Study in Design, Housing, and Apparel

(Sec 001, 017, 020-024); 1-4 cr; max crs 4; A-F only; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Directed study in design, housing and apparel. The topics, course content and readings are developed under the guidance of the supervising faculty member. Typically reserved for graduate students.

Class time: 100% Working with supervising faculty

Work load: Depends upon numbers of credit

Grade: 100% written reports/papers, 0% Or may be related to a project

DHA 5196 Field Study: National/International

(Sec 001, 017, 020-024); 1-10 cr; max crs 10, 3 repeats allowed; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: Faculty directed field study in a national or international setting. Appropriate for graduates and undergraduates. See supervising faculty.

Class time: 100% Related to travel experience and instruction. Depends upon faculty supervising the course.

Work load: Depends upon criteria for that particular experience.

Grade: 100% Depends upon criteria for that particular experience

DHA 5341 Interactive Design I

(Sec 001); 3 cr; A-F only; prereq [[4334], [DHA major or grad student], pass portfolio review] or instr consent ; meets DELM req of classroom

Instructor: Hokanson, Brad !!CHE McFarland Outstand Tchg Aw!!

Description: Objectives: In this course, students will: develop a greater understanding of the use of interactive media; create Internet sites that utilize the work of the class; improve file management and theoretical understanding of computers; develop interface design skills; develop a high level of skill in the area of coding and Flash animation; use a diversity of approaches and tools in the solution of problems; continue to develop skill in pre-planning of interactive presentations; evaluate work by themselves and by peers; have their work evaluated by their others; continue integration and application of the principles of design into their work in computer media.

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

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

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

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

DHA 5383 Digital Illustration and Animation

(Sec 001); 4 cr; A-F only; prereq [[4384 or 5341], [DHA major or DHA grad student], experience with computer illustration] or instr consent ; meets DELM req of classroom

Instructor: Chu, Sauman !!Outstanding Achievement Award!!

Description: This is an advanced computer design class which focuses on the integration of design knowledge with Macintosh computer applications. With the support of their understanding of design principles and strategies, students obtain experience using software to create animations. Two programs are emphasized: After Effects and Macromedia Flash. Course goals include broadening students' experience of the applications of interactive software, enhancing the integration of design knowledge with the use of the computer as a medium, and producing sophisticated and professional animation designs. A co-operative learning environment is encouraged.

Class time: 100% Demonstration, studio work, and critique

Work load: 4 studio projects

Grade: 10% class participation, 80% Studio projects, participation

DHA 5467W Housing and the Social Environment

(Sec 001); 4 cr; A-F only; prereq 2401 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Yust, Becky L !!CHE McFarland Outstand Tchg Aw!!

Description: The purposes of the course are to (1) present a social science theory of how families and households deal with the problem of providing housing for themselves, (2) apply the theory to the needs of particular groups within the population, and (3) use the theory and information about the group to explore housing alternatives that would meet the needs of the group. The course deals with the housing choices of households in the context of the community norms in the social environment with an emphasis on the special needs of the elderly, disabled, minorities, large families, female-headed households, and low-income households. The focus will be on studying the various housing and living arrangements available to households of different types. The course is intended to challenge students

to develop their own ideas about the housing of a type of household and requires independent library work, data interpretation, and independent thinking. The assignments are flexible enough to permit students to use the strength of their individual backgrounds to good advantage in the class. For example, if you have experience in some specific aspect of housing or with a particular group included in the course you will be able to focus on those aspects about which you are knowledgeable. The writing assignments build throughout the semester, so that the final paper (about 15 pages) utilizes information from prior assignments. The final paper is also presented orally utilizing PowerPoint.

Class time: 70% lecture, 30% Discussion

Work load: 40 pages of reading per week, 40 pages of writing per semester, 3 exams, 4 papers

Grade: 25% mid-semester exam(s), 13% final exam, 44% written reports/papers, 6% in-class presentations, 12% class participation

Exam format: multiple choice

DHA 5481 Housing for the Elderly and Special Populations (Sec 001); 3 cr; A-F only; prereq [2401, [jr or sr or grad student]] or instr consent ; meets DELM req of classroom Instructor: STAFF

Description: This course is an interdisciplinary seminar in the study of supportive housing across the lifespan. Particular emphasis will be on housing needs of children, older adults, and persons with disabilities. We will examine the ways in which housing facilitates or inhibits the quality of life for persons with special needs. With the instructor's permission this course is open to any interested person. It is designed for upper division undergraduates, Housing Studies Certificate students and students in DHA graduate programs with a housing studies emphasis.

Class time: 80% lecture, 15% Discussion, 5% site visits, guest speakers

Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, in-class exercises and assignments

Grade: 20% mid-semester exam(s), 20% final exam, 50% special projects, 10% in class activities, group assignments

Exam format: essay

Dutch

205 Folwell Hall: 612/625-2080

Dtch 1001 Beginning Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 4001, DTCH 4001; 5 cr; meets DELM req of classroom

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

Description: Hallo, mijn naam is Jan. Ik kom uit Nederland. Ik woon in Minneapolis. Ik studeer economie. Wow, isn't it amazing how similar Dutch is to English? And yet the culture is refreshingly different, in many ways. Come join us for Dutch 1001, the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. You will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code," volume 1. The book is accompanied by audio and visual material which the instructor will use in class and you are expected to use at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of topics to be introduced includes: shopping, going out, giving directions, looking for housing, traveling, etc. You should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4001 for an

option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

Class time: 20% lecture, 80% interactive exercises (including lab)

Work load: 10 pages of writing per semester

Grade: 40% quizzes, 40% class participation, 20% written homework

Exam format: quizzes, tests

Dtch 1003 Intermediate Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 4003, DTCH 4003; 5 cr; prereq 1002; meets DELM req of classroom

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

Description: Hallo, leuk je weer te zien! Ik ben blij dat je weer met Nederlands meedoet. This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dutch 1001-2, with special focus on the extension of speaking and writing skills. The main books are the text book and cd-rom of "Code." 2. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 4 formal essays, each of which will be followed by a rewrite. In addition, you will read a Dutch novel and a number of short newspaper articles. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtch 4003 for an option for qualified students to register for this course for 2 credits instead of 4 credits.

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

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

Exam format: quizzes, tests, essays

Dtch 3011 Conversation and Composition

(Sec 001); 3 cr; prereq 1004 or 4004 or instr consent; meets DELM req of classroom

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

Description: This course is communicatively oriented and designed to refine advanced students' oral and written expression in Dutch and aid in the development of critical analysis skills. The focus of this course is on gender in Dutch literature and film, and more specifically on relatively "liberal" views on traditional gender roles in the private and the public sphere, and how such views create conflicts within the immigrant population of the Netherlands. Related subjects include the relatively tolerant legislation of drugs and the freedom of choice in matters of life and death. Students entering this class should know enough Dutch to read the texts in the original, to participate in class discussions, and to complete written assignments in form of study questions, take home exams, short essays, and journals. To increase their vocabulary, students will be exposed to a multitude of texts: literary texts, film, and lectures. To further their composition and conversation skills, selected grammatical topics and structures will be reviewed and practiced.

Class time: 20% lecture, 80% Discussion

Work load: ~75 pages of reading per week, 12-15 pages of writing per semester

Grade: 30% written reports/papers, 20% in-class presentations, 30% class participation, 20% reading journals and other informal writing assignments of varying lengths

Exam format: essays

Dtch 3310 Studies in Dutch Literature

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Reading knowledge of Dutch; meets DELM req of classroom

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

Description: See the course description for Dutch 3011 for Fall 2007, with which this course is crosslisted.

Dtch 3993 Directed Studies

(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Dtch 4001 Beginning Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 1001, DTCH 1001, DTCH 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

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

Description: See the course description for Dutch 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or are not seeking a CLA degree, you may register for Dutch 1001 under the number 4001 for 2 credits. Contact the department office, 612 (625-2080) or the instructor (625-0738), for a permission number.

Dtch 4003 Intermediate Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 1003, DTCH 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

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

Description: See the course description for Dutch 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Dutch 1003 under the number 4003 for 2 credits. Contact the department office, 612 (625-2080) or the instructor (625-0738), for a permission number.

Dtch 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

East Asian Studies

214 Social Sciences Tower: 612/624-9007

EAS 3461 Introduction to East Asia I: The Imperial Age

(Sec 001); Credit will not be granted if credit has been received for: HIST 3461, EAS 3461, HIST 3461, EAS 3461, HIST 3461, EAS 3461, HIST 3461, HIST 3461; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Wang, Liping

Description: This is a comprehensive introduction to East Asia (China, Japan, Korea, and Vietnam) from prehistoric times to the sixteenth century. It traces the evolution of major political and economic institutions as ways to understand basic structures of

political authority and systems of resource distribution in these societies. It outlines major schools of East Asian philosophy and religions, such as Confucianism, Daoism, and Buddhism, and discusses their development and influence in each of the four countries. It analyzes some of the most important features of East Asian society, i.e., family structure and gender relationships in ideology as well as in practice. As part of the overview of East Asian society and culture, the course also introduces main modes of artistic expression through various kinds of visual materials as well as visit to museum. The course stresses the inter-connections within East Asia while highlighting the distinctive paths of historical changes in each of the four countries.

Class time: 80% lecture, 20% Discussion

Work load: 50 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

EAS 3471 Modern Japan, Meiji to the Present (1868-2000)

(Sec 001); Credit will not be granted if credit has been received for: HIST 3471, EAS 3471, HIST 3471, EAS 3471, HIST 3471, HIST 3471; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Mizuno, Hiromi

Description: From the land of samurai to the only non-Western colonial power, from the severely destructed nation of WWII "war criminals" to the postwar miracle, Japan went through immense changes from the late nineteenth to the twentieth century. How did the Japanese leaders and people make these changes and why? How have the Japanese perceived their changing nation and dealt with consequences? How can we make sense of Japan's complicated past that made the nation the "Japan" we know today? This lecture-based course explores the intellectual, cultural, and political aspects of Japan's modernization, the Pacific War, and postwar development, using visual images from museums, cartoons, advertisement, and films as well as novels and popular music. An optional discussion section available.

Class time: 90% lecture, 10% film viewing

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

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

Exam format: essay

Ecology, Evolution, and Behavior

100 Ecology Building: 612/625-5700

EEB 3001 Ecology and Society

(Sec 001); 3 cr; A-F only; prereq [Jr or sr] recommended; biological sciences students may not apply cr toward major; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: McFadden, Joseph P

Description: This is an introductory course in the science of ecology that is intended for students in fields that require the use of ecological knowledge rather than for those who plan to do ecological research. The course is based on developing an understanding of how physical, biological, and evolutionary processes interact, from individuals to populations, communities, ecosystems, landscapes, and the Earth system as a whole. Examples and case studies are used to examine how key scientific concepts in ecology can provide insight into environmental questions we face as a society. This course is designed for upper-division non-majors.

EEB 3603 Science, Protection, and Management of Aquatic Environments

(Sec 001); 3 cr; prereq BIOL 1001 or BIOL 1009; meets DELM req of classroom

Instructor: Finlay, Jacques C

Description: This course is an introduction to the ecology of

freshwater environments with an emphasis on human alteration and management of lakes and stream ecosystems. The course is intended primarily for undergraduate students who have had Introductory Biology and who want additional exposure to environmental science and ecology. Emphasis will be placed on discussing the way that science has been used to address practical problems in such areas as eutrophication, climate change, invasive species, acid rain, wetland protection, and biodiversity preservation. This course will teach the fundamentals of aquatic ecology by considering a series of water problems society has faced or is currently facing. After introducing the water problem, the course will focus upon the scientific approaches used to diagnose and remediate or remove the problems.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week

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

Exam format: short answer, essay

EEB 3963 Modeling Nature and the Nature of Modeling (Sec 001); Credit will not be granted if credit has been received for: EEB 5963, EEB 5963; 3 cr; prereq [Math 1281, Math 1282] or equiv or instr consent; meets DELM req of classroom

Instructor: Neuhauser, Claudia !!Dagley Distinguished Tchg Awd; Best Dir of Graduate Studies; Morse Alumni Award!!

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

Class time: 50% lecture, 50% Laboratory

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

Grade: 30% mid-semester exam(s), 25% final exam, 45% written reports/papers

Exam format: take home exam

EEB 4014 Ecology of Vegetation (Sec 001); 3 cr; A-F only; prereq 3407, Biol 3007; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Sugita, Shinya

Description: Basics and recent advances in vegetation ecology, designed for undergraduates and graduate students in natural resources and environmental studies, conservation biology, ecology, plant biology, and landscape architecture. Topics covered include quantitative methods of describing, classifying, and mapping vegetation, the observable environmental and historical factors that affect vegetation, and theory and models of the structure and dynamics of terrestrial vegetation. An afternoon field trip in each of the first 6 weeks of the semester, including description of major vegetation types in Minnesota (oak woodland, sugar-maple forest, mixed conifer-deciduous forest, cultivated field, prairie, and bog). Six labs in the second half of the semester, with problem sets on the analysis of quantitative data. Two lectures scheduled per week. One term paper, and a mid-semester and final examination. No text book, but handouts and assigned papers. Major topics include: (1) description, classification, and mapping of vegetation, (2) flora and vegetation of Minnesota, (3) quantitative methods of sampling, classification, and data analysis of vegetation, (4) patterns and mechanisms of species association of plants, (5) variation among vegetation units - methods for classification and ordination, (6) environmental factors and vegetation, and (6) modeling vegetation dynamics.

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

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers, an afternoon field trip in each of the first 6 weeks of the semester.

Grade: 21% mid-semester exam(s), 21% final exam, 18% written reports/papers, 12% in-class presentations, 11% class

participation, 8% field trips

Exam format: short essays, problem-solving questions, multiple choice

EEB 4129 Mammalogy

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

Instructor: Jansa, Sharon A

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

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

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

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

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

EEB 4609W Ecosystem Ecology

(Sec 001); 3 cr; prereq Biol 3407 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Hobbie, Sarah E

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

Class time: 66% lecture, 33% Discussion

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

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

Exam format: short-answer and essay

Course URL:

<http://www.cbs.umn.edu/labs/shobbie/EEB4609Web/index.html>

EEB 5042 Quantitative Genetics

(Sec 001); 3 cr; A-F only; prereq [BIOL 4003 or GCD 3022] or instr consent ; a course in statistics is

Instructor: Shaw, Ruth Geyer

Description: The course begins with consideration of the fundamental processes that influence frequencies of individual genes in populations, including selection, drift, migration and mutation. The remainder of the course concerns inheritance of traits that vary quantitatively. These typically are influenced by several to many genes as well as by environmental conditions. This course, designed for graduate students and for advanced undergraduates majoring in Genetics, EEB, or Biology, has a prerequisite of a general genetics course.

Class time: 75% lecture, 25% Discussion

Work load: 40 pages of reading per week, 3 exams, biweekly problem sets

Grade: 35% mid-semester exam(s), 25% final exam, 30% problem solving, 10% discussion

Exam format: short essay, problem-solving

EEB 5321 Evolution of Social Behavior

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

Instructor: Pusey, Anne Elizabe

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

Class time: 65% lecture, 35% Discussion

Work load: 45 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

Grade: 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% class participation

Exam format: essay questions handed out before in class exam

Course URL:

http://webct3.umn.edu/SCRIPT/EEB5321_f01/scripts/serve_home

Economics

1035 Heller Hall: 612/625-6353

Econ 1101 Principles of Microeconomics

(Sec 001, 017, 036, 038, 040, 042, 044, 046, 048, 050, 052, 054, 056, 058); 4 cr; prereq knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1104, 1111, ApEc 1101; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

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

Work load: 3 exams

Econ 1101H Honors Course: Principles of Microeconomics

(Sec 001, 003, 005); 4 cr; prereq Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions. Some sections are for CSOM Honors students only; others are open to all.

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

Work load: 15-30 pages of reading per week, 3 exams

Econ 1102 Principles of Macroeconomics

(Sec 001, 028, 030, 032, 034); 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1105, 1112, ApEc 1102; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of

classroom

Instructor: STAFF

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

Class time: 75% lecture, 25% discussion section

Work load: 3 exams

Econ 3101 Intermediate Microeconomics

(Sec 001-006); Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq 1101, 1102 or equiv, Math 1271 or equiv; meets DELM req of classroom

Instructor: STAFF

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

Class time: 100% lecture

Work load: 3 exams

Exam format: problems, short essays

Econ 3102 Intermediate Macroeconomics

(Sec 001-003); Credit will not be granted if credit has been received for: APEC 3006, APEC 3006, APEC 3006, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: This is one of the two basic tool courses for Economics majors. The prerequisite is Econ 3101, which students must have completed successfully PRIOR to taking this course. Students are NOT permitted to take both concurrently, or take Econ 3102 prior to Econ 3101. The course includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic growth is also discussed.

Class time: 100% lecture

Work load: 40-50 pages of reading per week, 3 exams

Exam format: Problems and short essays

Econ 3701 Money and Banking

(Sec 001); Credit will not be granted if credit has been received for: ECON 4721, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 1101, 1102 or equiv; not open to Econ majors; meets DELM req of classroom

Instructor: STAFF

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

Class time: 100% lecture

Work load: 30-40 pages of reading per week, 2 exams

Exam format: Some problems and short essays

Econ 3951 Major Project Seminar

(Sec 001); 2 cr; prereq 3101, 3102 or equiv, EngC 3027; meets DELM req of classroom

Instructor: STAFF

Description: A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article. Check the Undergraduate Handbook (web version)

or hard copy) on the four ways to satisfy this requirement.

Class time:

Work load: 1 papers

Grade: 100% written reports/papers

Econ 3960 Topics in Economics

(Sec 001); 3 cr; max crs 6; prereq 1101, 1102 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: The Chinese Economy. The course includes the historical and economic development of China with emphasis on economic indicators. Role of China in the world economy today.

Class time: 90% lecture, 10% Discussion

Work load: 40-50 pages of reading per week, 2 exams, 1 papers

Exam format: Essay and short problems

Econ 4100W Undergraduate Writing in Economics

(Sec 001); 1 cr; max crs 2; A-F only; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various drafts to the TA and receive feedback on every assignment. The final product is the completed paper.

Work load: 1 papers

Grade: 100% written reports/papers

Econ 4109H Honors Course: Game Theory and Applications

(Sec 001); 4 cr; prereq 3101, 3102 or equiv, Math 1271-1272 or equiv; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: This is recommended for Economics majors with a good mathematical background. Normal and extensive forms of Games and applications of games.

Class time: 90% lecture, 10% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Econ 4161 Microeconomic Analysis

(Sec 001); 2 cr; prereq [3101 or 5151 or equiv], Math 2243, Math 2263, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This is offered concurrently with Econ 8001 (a Ph.D micro theory course for graduate students from other departments). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.

Class time: 75% lecture, 25% in recitation section

Work load: 2 exams

Econ 4162 Microeconomic Analysis

(Sec 001); 4 cr; A-F only; prereq 4161, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This is offered concurrently with Econ 8002 (a Ph.D micro theory course for graduate students from other departments). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.

Class time: 75% lecture, 25% in recitation section

Work load: 2 exams

Econ 4165 Macroeconomic Theory

(Sec 001); 2 cr; prereq [3102, [[Math 2243, Math 2263] or equiv]], instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This is offered concurrently with Econ 8105 (a Ph.D macro theory course for economics graduate students). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.

Class time: 75% lecture, 25% in recitation section

Work load: 2 exams

Econ 4166 Macroeconomic Theory

(Sec 001); 2 cr; prereq 4165, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This is offered concurrently with Econ 8106 (a Ph.D macro theory course for economics graduate students). Please contact the instructor before registering for the course. You MUST have completed all prerequisites. This is a seven week mini-semester course worth two credits.

Class time: 75% lecture, 25% in recitation section

Work load: 2 exams

Econ 4211 Principles of Econometrics

(Sec 001); 4 cr; prereq [[1101, 1102] or equiv], Math 2243 [or equiv], [[Stat 3021, Stat 3022] or equiv], familiarity with computers; meets DELM req of classroom

Instructor: STAFF

Description: This is a required course for Economics B.A.-Quant majors. Students must have successfully completed all prerequisites PRIOR to taking this course. The course includes regression analysis, estimation procedures, and computer applications.

Class time: 75% lecture, 25% Recitation discussion

Work load: 30-40 pages of reading per week, 2 exams

Exam format: problems

Econ 4261 Introduction to Econometrics

(Sec 001); 4 cr; A-F only; prereq [3101 or equiv], [[Math 1271, Math 1272] or equiv], Math 2243, Math 2263, [[Stat 4101, Stat 4102] or [Stat 5101, Stat 5102]]; Math 4242 strongly recommended; meets DELM req of classroom

Instructor: STAFF

Description: This is a required course for Economics B.S. majors. Students must have completed all prerequisites successfully PRIOR to taking this course. The course includes the basic linear regression model, time series analysis, panel data, discrete choice models. Computer applications (normally GAUSS is used).

Class time: 75% lecture, 25% Recitation discussion

Work load: 40-50 pages of reading per week, 2 exams

Exam format: problems

Econ 4313 The Russian Economy

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

Instructor: STAFF

Description: Main features of the Soviet economy, economic development from 1971 to mid-1980s. Collapse of the Soviet Union in 1991. Economic reforms adopted by Russia. The CIS states. Current Russian economy.

Class time: 90% lecture, 10% Discussion

Work load: 25-35 pages of reading per week, 7-10 pages of writing per semester, 2 exams

Exam format: essay and problems

Econ 4331W Economic Development

(Sec 001, 002); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low

and high income countries. Growth theory. Resource allocation.

Class time: 90% lecture, 10% Discussion

Work load: 2 exams, 1 papers

Econ 4337 Comparative Economic Systems

(Sec 001); Credit will not be granted if credit has been received for: ECON 4307; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: STAFF

Description: Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.

Class time: 90% lecture, 10% Discussion

Work load: 35-50 pages of reading per week, 2 exams, May require a short paper

Exam format: essay, short problems

Econ 4401 International Economics

(Sec 001); 3 cr; prereq [[1101, 1102] or equiv], not open to econ majors; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: STAFF

Description: Not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems.

Class time: 90% lecture, 10% Discussion

Work load: 30-40 pages of reading per week, 2 exams, may require a short paper or presentation

Exam format: problems, short essays

Econ 4531 Labor Economics

(Sec 001); Credit will not be granted if credit has been received for: ECON 3501; 3 cr; prereq 3101, 3102 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Economic analysis of labor markets; population and labor force; labor market institutions; wage and employment theories; labor unions and bargaining; public policy.

Class time: 90% lecture, 10% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Exam format: problems, short essay

Econ 4631H Honors Course: Industrial Organization and Antitrust Policy

(Sec 001); Credit will not be granted if credit has been received for: ECON 4631, ECON 3601; 4 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Relation between market structure, economic efficiency, and welfare. Economic origins of monopoly and other restraints on competition. Purpose and effects of antitrust and related legislation.

Class time: 95% lecture, 5% Discussion

Work load: 2 exams

Econ 4721 Money and Banking

(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 3701, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 3101 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.

Class time: 95% lecture, 5% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Econ 4721H Honors Course: Money and Banking

(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 3701, ECON 4721; 4 cr; prereq [3101 or equiv]; Math 1271; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.

Class time: 95% lecture, 5% Discussion

Work load: 2 exams

Econ 4731 Macroeconomic Policy

(Sec 001); 3 cr; prereq 3101, 3102 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy.

Class time: 95% lecture, 5% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Exam format: problems, short essay

Econ 4751 Financial Economics

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

Instructor: STAFF

Description: Financial decisions of firms and investors. Determination of interest rates and asset prices. Role of risk and uncertainty. Emphasis on economic models rather than details of financial institutions.

Class time: 95% lecture, 5% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Exam format: problems

Econ 4751H Honors Course: Financial Economics

(Sec 001); Credit will not be granted if credit has been received for: ECON 4751; 4 cr; prereq 3101, [3102 or equiv], [Math 1271 or equiv], [Stat 3011 or equiv]; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Efficiency of financial markets. Theoretical concepts, empirical evidence.

Class time: 95% lecture, 5% Discussion

Work load: 40-55 pages of reading per week, 2 exams

Exam format: Problem solving, essay

Econ 4821 Public Economics

(Sec 001); Credit will not be granted if credit has been received for: ECON 3801, ECON 3801; 3 cr; prereq Credit will not be granted if credit has been received for: ECON 3801; prereq 3101, 3102 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Different views of the role of government in the economy. Effects of tax policies and spending policies. Optimal policies. Consumer and producer responses to government policies. Applications to the U.S. government. Some case studies.

Class time: 95% lecture, 5% Discussion

Work load: 35-45 pages of reading per week, 2 exams

Exam format: Short essays, problem solving

Econ 4831 Cost-Benefit Analysis

(Sec 001); Credit will not be granted if credit has been received for: ECON 4619, ECON 4611V, ECON 4611H; 3 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive;

meets DELM req of classroom**Instructor:** STAFF**Description:** Principles for evaluating benefits and costs of public projects or programs. Issues concerned with definition of benefits and costs. Rate of return, rate of discount. Market imperfections, risk, and uncertainty. Case studies.**Class time:** 95% lecture, 5% Discussion**Work load:** 40-55 pages of reading per week, ~5-10 pages of writing per semester, 2 exams, may include student presentations**Exam format:** Essay; problem solving**Econ 4993 Directed Study****(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq For honors thesis, instr consent ; meets DELM req of classroom****Instructor:** STAFF**Description:** This is for economics honors theses only.**Econ 5890 Economics of the Health-Care System****(Sec 001); Credit will not be granted if credit has been received for: PUBH 5893, PUBH 5893, PUBH 5832, PUBH 5832, PUBH 6832; 3 cr; A-F only; prereq [3101, 3102] or instr consent; meets DELM req of classroom****Instructor:** Nyman, John A.**Description:** his course is intended to give the student an understanding of and appreciation for the traditional issues in health economics. The topics to be covered are: the role of prices, the production of health, the demand for health care, health insurance theory, the demand for health insurance, the health insurance market and managed care, the market for physicians' services, production and cost of health care in hospitals and nursing homes, labor issues, pharmaceuticals, cost effectiveness analysis, equity and efficiency, role of government in the health economy, international comparisons, Medicaid and Medicare, and national health insurance and reform. The course relies on the use of conventional microeconomic analytical tools. Students should also have a basic knowledge of fundamental descriptive and analytical statistics. Students will not be expected to know calculus.**Class time:** 90% lecture, 10% Discussion**Work load:** 50-100 pages of reading per week, 2 exams, 10 announced quizzes**Grade:** 33% mid-semester exam(s), 33% final exam, 33% quizzes**Exam format:** essay**Education and Human Development****110 Wulling Hall: 612/625-6501****EdHD 5001 Learning, Cognition, and Assessment****(Sec 001); Credit will not be granted if credit has been received for: EPSY 3119, EPSY 3119; 3 cr; prereq MEd/initial licensure student or CLA music ed or preteaching major or instr consent; psych course recommended; meets DELM req of classroom****Instructor:** Samuels, S Jay !!Educ Distinguished Tchg Awd!!**Description:** The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.**Class time:** 50% lecture, 50% Discussion**Work load:** 75 pages of reading per week**Grade:** 33% mid-semester exam(s), 33% final exam, 33% special projects**Exam format:** Multiple choice**EdHD 5007 Technology for Teaching and Learning****(Sec 004); 2 cr; A-F only; prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills; meets DELM req of classroom****Instructor:** Doering, Aaron H**Description:** This course is designed to prepare students to

become knowledgeable and comfortable in the use of current technology in education. Students learn about the operation of technology and the ways in which it might be integrated into the classroom in support of learning. Upon completion of the course, students should be able to: 1) use a variety of software applications applicable to a classroom setting; 2) use various technologies effectively to deliver a lesson; 3) discuss how technology allows students to represent and communicate what they learn; 4) plan classroom instruction that integrates technology that provides an added value to the content; and 5) present a final project that demonstrates their knowledge of a successful lesson integrating technology. This course will be web enhanced using Webct.

Class time: 20% lecture, 30% Discussion, 50% Laboratory**Work load:** 30 pages of reading per week, 6 projects with reflection**Grade:** 20% in-class presentations, 80% class projects**Exam format:** no exams; projects only**Educational Policy and Administration****330 Wulling Hall: 612/624-1006****EdPA 1905 Freshman Seminar****(Sec 001); 2 cr; max crs 6; prereq Fr; meets DELM req of classroom****Instructor:** Fiutak, Thomas Richard**Description:** The purpose of this course is to expose the students to the origins, methodologies, and affects of student activism within American higher education over the last 50 years. Beginning with an overview of the theory and practice of nonviolent change, students will be directed to choose either a specific historical and/or a particular longitudinal topic where evidence of student leadership and motivation lead to organizational change. The class will consist of a combination of lecture, interactive exercises and class discussions.**Grade:** 30% written reports/papers, 30% in-class presentations, 20% class participation, 20% analysis of readings**EdPA 1909W Freshman Seminar: International Perspectives and Writing Intensive (IP, WI)****(Sec 001); 3 cr; max crs 6; prereq Fr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Harkins, Arthur M !!CCE Distinguished Tchg Award!!**Description:** Examine/assess trends indicating the societal, economic and personal meanings of continuous innovation. Review characteristics of innovative knowledge workers/citizens and higher education strategies required to produce/support them.**EdPA 5001 Formal Organizations in Education****(Sec 001, 078); 3 cr; meets DELM req of classroom****Instructor:** Anderson, Melissa S.**Description:** This course presents four frameworks that can be used for understanding organizations, how they work, and how people in them behave. It then branches out to other organizational topics such as conflict, communication and leadership. The class sessions combine lectures and interactive exercises. Most people complete the course with greatly enhanced insight as to how organizations--especially schools, colleges, and universities--work. The course is geared toward graduate students.**Class time:** 25% lecture, 50% Discussion, 25% in-class projects**Work load:** 100+ pages of reading per week, 40 pages of writing per semester, 1 exams, 2 papers**Grade:** 20% final exam, 65% written reports/papers, 15% class participation**Exam format:** essay

EdPA 5044 Introduction to the Economics of Education (Sec 066); 3 cr; meets DELM req of classroom**Instructor:** Fry, Gerald Walton**Description:** Costs and economic benefits of education, with a focus on K-12; educational markets, prices, and production relationships; investment and cost-benefit analysis.**Instructor:** STAFF**Description:** Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.**EdPA 5048 Cross-Cultural Perspectives on Leadership (Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq instr consent; meets DELM req of classroom****Instructor:** Paige, R Michael**Description:** Intensive workshop introduces participants to cultural variables of leadership that influence functioning of cross-cultural groups. Methods include lectures, case studies, discussion, problem-solving exercises and simulations.**EdPA 5103 Comparative Education (Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Dejaeghere, Joan Geryllyn**Description:** Examination of systems and philosophies of education globally with emphasis upon African, Asian, European, and North American nations. Foundations of comparative study with selected case studies.**EdPA 5056 Case Studies for Policy Research (Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Fry, Gerald Walton**Description:** This course, co-taught by Gerald W. Fry and R. Michael Paige, will introduce students to case study research. This research approach is highly flexible in the units of analysis that can be considered and the wide range of specific quantitative and qualitative research methods that can be applied. We will examine the different genres of case study research (e.g., historical, ethnographic, descriptive, evaluative) and the research methods that are appropriate to those genres. We will examine how case study research has been used in the social and behavioral sciences, with the focus on the field of Education. Students will read and critique case studies, and they will work in teams to conduct and present to the class a small scale example of case study research. The goals of the course are to: 1. familiarize students with case study research genres, units of analysis, and methods. 2. promote students' skills in reading and critiquing case study research. 3. introduce students to the literature on case study research, and, 4. provide students the opportunity to practice conducting case study research. The course text will be Sharan Merriam's book on case study research and a packet of reading selected by the course instructors. The course will be web enhanced but the URL is not yet available.**Class time:** 40% lecture, 30% Discussion, 30% field research**Work load:** 50-75 pages of reading per week, 25 pages of writing per semester, 1 papers, team research project: presentation**Grade:** 60% written reports/papers, 40% team project**Exam format:** Essay**EdPA 5141 Global Youth Policy and Leadership: Comparative Youth Policy and Leadership (Sec 001); 3 cr; A-F only; prereq CIDE student or instr consent ; meets DELM req of computer based; meets DELM req of classroom****Instructor:** Schneider, Byron J**Description:** Comparative approach to study of public responses at global level to youth development and leadership issues. Focus on social systems (such as education, health, employment and recreation), role of individuals, communities, governments and international organizations which are directed to provide programs/services to young persons.**EdPA 5315 School Technology Leadership Multimedia Project (Sec 001); 1 cr; prereq [[Mac or PC] with 256 MB RAM, [Windows NT 2000 or XP or Mac OS 9 or 10], Pentium [2 or faster], internet connection, [Netscape or Internet Explorer], virus protection software, School Technology Leadership] or instr consent; meets DELM req of classroom****Instructor:** McLeod, Scott**Description:** Students focus on individualized school technology leadership topic of choice and deliver a multimedia presentation of project results. Regular consultation with faculty, peer mentors, and outside mentors.**EdPA 5323 Women in Leadership (Sec 001); 3 cr; prereq technology access; meets DELM req of classroom****Instructor:** Brunner, C Cryss**Description:** Provides opportunities for male and female students to consider, learn about, explore, examine, research, think about, and discuss the topic of women in leadership within the context of larger systems and their own lives. Designed to advance the greater aims of supporting equity and equality across all areas of difference.**EdPA 5087 Seminar: Educational Policy and Administration (Sec 001, 090); 1-3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom****Instructor:** STAFF**Description:** Shared responsibility of students/instructor in presentation of topics.**EdPA 5346 Politics of Education (Sec 001); 3 cr; A-F only; prereq postbac, MEd, or grad student; meets DELM req of classroom****Instructor:** Alexander, Nicola**Description:** Political dimensions of policy formulation/implementation in education. Use of power/influence in shaping educational policies and in resolving conflicts over educational issues. Analysis of consequences/cross-impacts.**EdPA 5095 Problems: Educational Policy and Administration (Sec 030); 1-3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom****Instructor:** Johnson, David Richard !!Emma Birkmaier Educ Lead Prof!!**Description:** Certificate in Disability Policy and Services.**EdPA 5361 Project in Teacher Leadership (Sec 001); Credit will not be granted if credit has been received for: CI 5178; 3 cr; max crs 6, 1 repeat allowed; S-N only; prereq MEd student in Teacher Leadership Program; meets DELM req of classroom****Instructor:** York-Barr, Jennifer**Description:** Create, implement, evaluate, and present a leadership project designed to initiate positive change in educational environments. Review of related literature, proposal development, project development, implementation and evaluation, critical reflection, sharing learning outcomes.**EdPA 5095 Problems: Educational Policy and Administration (Sec 001, 002); 1-3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom****Instructor:** STAFF**Description:** Course or independent study on specific topic within department program emphasis.**EdPA 5096 Internship: Educational Policy and Administration (Sec 001); 1-9 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom****EdPA 5364 Context and Practice of Educational Leadership (Sec 001); 3 cr; A-F only; prereq MEd student or instr**

consent; meets DELM req of classroom

Instructor: York-Barr, Jennifer

Description: Current research/practice on educational leadership focused on creating school cultures conducive to continuous improvement/change. Strategies for personal/organizational leadership in PK-12 setting

EdPA 5372 Youth in Modern Society

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

Instructor: Schneider, Byron J

Description: Youth in advanced societies and as a social entity; functions and roles in industrial society, family, education, politics and government, economy and work, welfare and religion; organizations, social movements, and subcultures; empirical research and cross-cultural perspectives.

EdPA 5374 Leadership for Professional Development

(Sec 001); 4 cr; prereq Postbaccalaureate, at least 3 yrs teaching experience; meets DELM req of classroom

Instructor: York-Barr, Jennifer

Description: Designing, implementing, evaluating staff development in PK-12 settings. Research-based standards for effective staff development. Need for embedded time for collaborative learning, evaluating staff/student outcomes.

EdPA 5376 Organizational Approaches to Youth Development

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

Instructor: Schneider, Byron J

Description: Defining youth development within framework of formal and informal organizations; organizational systems responsible for youth development in the community; policy issues surrounding these systems.

EdPA 5501 Principles and Methods of Evaluation

(Sec 001-003); Credit will not be granted if credit has been received for: EPSY 5243, EPSY 5243; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

Class time: 25% lecture, 75% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 4 papers

Grade: 15% final exam, 50% written reports/papers, 10% quizzes, 5% class participation

Exam format: Short-answer items, essay

EdPA 5521 Cost and Economic Analysis in Educational Evaluation

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

Instructor: STAFF

Description: Use and application of cost-effectiveness, cost-benefit, cost-utility, and cost-feasibility in evaluation of educational problems and programs.

EdPA 5701 U.S. Higher Education

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

Instructor: Hendel, Darwin Dale

Description: U.S. higher and postsecondary education in historical and contemporary perspective; with emphasis on the structure, history, and purposes of the system as a whole.

Educational Psychology

206 Burton Hall: 612/624-6083

EPsy 1905 Freshman Seminar: Chess, Critical Thinking, and Visual Thinking

(Sec 001); 3 cr; max crs 6; prereq Fr; meets DELM req of classroom

Instructor: Bart, William M !!Educ Distinguished Tchg Awd!!

Description: If you are interested in improving your thinking skills, as you have a lot of fun being challenged playing a video game, then this seminar is for you. The seminar will provide an exposition of the basic components of chess, computer-based chess, and how chess players think, including visual-spatial critical thinking. Students will be highly interactive, as they will learn to play computer-based chess in a carefully supervised manner with corrective feedback being provided. One goal of the seminar will be to move students from novice levels to intermediate levels of chess competency and to improve the visual-spatial critical thinking skills of the students. Students will learn how to evaluate their own games and then will be asked to write brief evaluations of several of their own games. Whether you have no knowledge of chess and chess software or some knowledge of chess and chess software, you will likely improve your competency with chess and chess software and your critical thinking skills and visual thinking skills in this seminar. The thinking skills to be developed in this seminar are often required for achievement in many fields such as mathematics, science, technology, architecture, business, law, and the arts.

Class time: 20% lecture, 20% Discussion, 60% playing chess and studying games

Work load: 10 pages of reading per week, 10 pages of writing per semester, 3 papers, 1 final reflection paper

Grade: 60% written reports/papers, 20% in-class presentations, 20% 1 final reflection paper

Exam format: Essay

EPsy 3119 Learning, Cognition, and Assessment

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

Instructor: Samuels, S Jay !!Educ Distinguished Tchg Awd!!

Description: The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week

Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects

Exam format: Multiple choice

EPsy 5101 Intelligence and Creativity

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

Instructor: Bart, William M !!Educ Distinguished Tchg Awd!!

Description: This course is intended to serve students (graduate, undergraduate, and adult special) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. The midsemester and final examinations will consist of short answer essay questions. Students will learn prior to the examinations the essay questions to be used in them. Each student will complete brief reviews of ten text chapters and critical reviews of one scholarly article, with both text chapters and articles to be selected by the student. Each student will receive corrective feedback on a draft of a portion of the term paper prior to the completion of the term paper assignment. Each student will also make a class presentation on one of the scholarly articles. The course will be "Web Enhanced."

Class time: 40% lecture, 30% Discussion, 30% presentations;

web enhanced course (URL not yet available)

Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: short essay

lab work, 50% Exams

Exam format: Multiple choice, essay.

Course URL: <http://www.edmeasurement.net/5221>

EPsy 5114 Psychology of Student Learning

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

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

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

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

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

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

Exam format: Combination multiple choice & essay

Course URL: [http:// WebCT](http://WebCT)

EPsy 5216 Introduction to Research in Educational Psychology and Human Development

(Sec 001); 3 cr; A-F only; prereq 5261 or intro statistics course

Instructor: Pellegrini, Anthony D

Description: The course leads students through the basic steps in designing and conducting a research study. Topics include reviewing the literature, different approaches to data collection, managing and analyzing data, and reporting results.

"Synthesizing Research: A Guide for Literature Reviews" by Harris M. Cooper, 1998 Sage Publications, ISBN: 0761913483.

"Research Methods in Psychology" 5TH by John J. J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. Zechmeister, 1999 McGraw-Hill Higher Education, ISBN: 0072312602. "Observing Children in Their Natural Worlds: A Methodological Primer" by Anthony D. Pellegrini, 1998 Lawrence Erlbaum Associates, Inc., ISBN: 080582152X.

Class time: 100% lecture

Work load: 50 pages of reading per week

Grade: 15% mid-semester exam(s), 15% final exam, 70% written reports/papers

Exam format: multiple choice

EPsy 5221 Principles of Educational and Psychological Measurement

(Sec 001); 4 cr; prereq 5261 or equiv; meets DELM req of classroom

Instructor: Rodriguez, Michael C.

Description: Principles and methods in educational and psychological measurement. Specifically, the course will cover reliability, validity, item analysis, score interpretation; classical test theory, item response theory, and generalizability theory. Special attention will be given to the construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality. .

Class time: 75% lecture, 20% Discussion, 5% Laboratory

Work load: 35 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, 3 memos; 3 labs

Grade: 15% written reports/papers, 15% special projects, 20%

EPsy 5231 Introductory Statistics and Measurement in Education

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

Instructor: Davison, Mark L

Description: Conceptual outline/topics: Statistics tools: Descriptive Measures of center (or Central Tendency), variability and correlation; methods of graphing and representing univariate and bivariate data; basic tests and inferential methods: t-test, confidence intervals, chi-square, simple regression; ideas of probability. Measurement topics: Types of data and measurement scales; reliability and validity; interpreting test scores and derived scores. Application of statistics and measurement in research: Read, interpret, design and critique research studies; informal ideas of power and sample size; student projects: collect data, analyze, interpret and report results. Computing: Awareness of and literacy regarding statistics packages and their output.

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

Work load: 20 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

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

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

EPsy 5243 Principles and Methods of Evaluation

(Sec 001-003); Credit will not be granted if credit has been received for: EDPA 5501, EPSY 5243, EDPA 5501, EPSY 5243, EDPA 5501, EDPA 5501; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EPsy 5244 Survey Design, Sampling, and Implementation

(Sec 001); 3 cr; prereq [5221 or 5231 or 5261 or equiv], [CEHD grad student or MEd student]; meets DELM req of classroom

Instructor: Rodriguez, Michael C.

Description: In this course you will develop an understanding of basic survey research methods, particularly those that apply to educational settings with research applications in education and the social sciences. You will develop a practical understanding of the principles of sampling and data analysis. The course is taught from the theoretical basis of Social Exchange Theory and will include the review of state-of-the-art research on survey methods.

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

Work load: 20 pages of reading per week, 30 pages of writing per semester, A survey proposal, draft survey, pilot results, data analysis plan.

Grade: 100% Survey Project

Course URL: <http://www.edmeasurement.net/5244>

EPsy 5261 Introductory Statistical Methods

(Sec 002, 003); 3 cr; meets DELM req of classroom

Instructor: Everson, Michelle G

Description: This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and

appropriately report the conclusions of this research study. Because this version will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Students will also be expected to use SPSS. A student-version of SPSS will be sold with the textbook, but this student version runs on PCs, not on Macs. Any student who uses a Mac may need to complete SPSS work at a computer lab on campus.

Class time: 10% lecture, 60% Discussion, 30% Independent learning activities

Work load: 40 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers, homework assignments, small-group assignments; Because this is a web-based course, it is expected that all students have internet access and a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software).

Grade: 22% final exam, 21% written reports/papers, 22% quizzes, 23% class participation, 12%

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

project per week

Grade: 100% special projects

EPsy 5461 Cross-Cultural Counseling
(Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: Thomas PhD, Kay A

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

EPsy 5262 Intermediate Statistical Methods

(Sec 001); 3 cr; prereq 3264 or 5261 or equiv; meets DELM req of classroom

Instructor: Everson, Michelle G

Description: This course continues where EPsy 5261 (Introductory Statistical Methods) ends. Together, these two courses provide an alternative to the sequence EPsy 8261-8262. It is assumed that students who are registered in EPsy 5262 have successfully completed EPsy 5261 or its equivalent. By the end of the course, students should be able to: (1) understand the basic ideas and types of experimental design and analysis of variance (ANOVA), (2) run and interpret analyses involving real data using SPSS statistical software, (3) decompose data based on different models, applying algebraic notation, (4) check assumptions for models and select appropriate models for data, and (5) complete an independent project where they design an experiment, gather data, analyze and interpret the data, and write up the results in a paper.

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

Work load: 40 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers, Note that this course will require access to a full-version of SPSS. Students are encouraged to contact the instructor prior to the start of the semester to discuss the SPSS component of the course.

Grade: 22% final exam, 26% written reports/papers, 34% quizzes, 18% problem solving

Exam format: Short answer, multiple-choice

EPsy 5656 Social and Interpersonal Characteristics of Students with Disabilities

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

Instructor: STAFF

Description: The focus of this course is on the critical analysis of conceptual and practical issues regarding special education and students with emotional and behavioral disorders.

Class time: 30% lecture, 20% Discussion, 50% Small group activities

Work load: 50 -60 pages of reading per week, 30 - 40 pages of writing per semester, 2 papers

Grade: 50% written reports/papers, 30% quizzes, 5% in-class presentations, 15% class participation

EPsy 5851 Collaborative Family-School Relationships
(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq Honors senior or grad student; meets DELM req of classroom

Instructor: Christenson, Sandra L.

Description: The theoretical and empirical bases for creating collaborative family-school-community relationships to enhance students' school success and development are described. Essential partnership variables to create a collaborative ethic between home, school, and community, and models/programs for grades K-12 are described. Specific strategies to address academic, social, and behavioral concerns for individual students as well as systems-level concerns, such as discipline and violence, are covered. Practical family-school partnership strategies for use by educational personnel (teachers, school psychologists, counselors, and administrators) to engage all families in school and learning are emphasized. This course addresses one of ten domains for competence as a school psychologist as specified in the "Blueprint." Additionally, the importance of local and national policy for establishing a shared responsibility between families and schools for students is emphasized. Promising strategies emphasize restructuring education to establish policies and practices based on a shared responsibility for educational outcomes. Course readings and assignments emphasize practical application of course content (i.e., the translation of theory and research into practice) and both are used to structure class discussion. Course format includes lecture and seminar discussion.

Class time: 40% lecture, 40% Discussion, 20% Class presentations.

Work load: 50-75 pages of reading per week, 1 papers, 1 intervention plan.

Grade: 20% written reports/papers, 60% special projects, 20% class participation

EPsy 5281 Introduction to Computer Operations and Data Analysis in Education and Rela

(Sec 001); 3 cr; S-N only; meets DELM req of classroom

Instructor: Davenport Jr, Ernest C

Description: EPsy 5281 is an introduction to statistical computing. Students learn to download data from the World Wide Web and to analyze that data with both EXCEL and SPSS. The course is taught in a computer laboratory and most of the time is given to hands-on activities. Lectures, consisting of 45% of the class, are a mixture of instruction, demonstrations, and explanations. The bulk of the class time, 55%, consists of hands-on activity. During this time students complete project assignments with the assistance of the course instructor. There is approximately one computer assignment due each week. These assignments are typically completed during the hands-on activity time built into the class. Students are evaluated based on their performance on these assignments. For this evaluation students meet individually with the instructor on a regular basis to present and interpret their results.

Class time: 45% lecture, 55% Laboratory

Work load: 30 pages of reading per week, one small computer

EPsy 5991 Independent Study in Educational Psychology
(Sec 001-004); 1-8 cr; max crs 20, 20 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description:

Electrical and Computer Engineering

4-178 EE/CSci Building: 612/625-3300

EE 2361 Introduction to Microcontrollers
(Sec 001); 4 cr; prereq [1301 or CSCI 1113 or [2301, CSCI 1901]], Concurrent registration is required (or allowed) in 0361; meets DELM req of classroom

Instructor: STAFF

Description: Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.

Class time: 50% lecture, 15% Discussion, 35% Laboratory
Work load: 35 pages of reading per week, 3 exams, Work problems - 8 per week

Grade: 15% mid-semester exam(s), 40% final exam, 15% quizzes, 20% lab work, 10% problem solving

Exam format: Solve problems

Course URL: <http://www.ece.umn.edu/class/ee2361>

EE 4970 Directed Study

(Sec 001, 058, 066); 1-3 cr; max crs 3; prereq Cr ar [may be repeated for cr]; dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: Studies of approved projects, either theoretical or experimental.

EE 5960 Special Topics in Electrical Engineering III

(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom

Instructor: Yoon, Euisik Ernie, Douglas Kinney, Larry L

Description: This course covers the general spectrum of integrated MEMS and sensors with an emphasis on interdisciplinary applications in system perspective. We approach MEMS as an enabling technology to innovate or provide enhanced system solutions for specific market needs. We will divide the lecture topics categorized by applications and each topic will be covered from top-down approach rather than bottom-up. This class is open for undergrad as well as grad students and the participation of students from other departments is strongly encouraged due to the nature of interdisciplinary topics to be covered. For novice students in MEMS area, fundamental micromachining technologies will be introduced at the beginning of the course with some introductory review of semiconductor processing technologies. (Those who have not taken any semiconductor technology courses may be able to pick up the MEMS technologies.) After understanding the basic MEMS technologies, we will move on to some selected applications including RF MEMS, Optical MEMS, thermal imaging sensors, BioMEMS, microfluidics and biomedical sensors. Each topic requires the understanding of its own extended field outside of EE; however the course will always take a position to approach each topic from EE stand. Students will be exposed to the immense range of MEMS applications but at the same time students are asked to select one topic and present and submit an in-depth study report as a group project during the latter part of the course.

Grade: 25% mid-semester exam(s), 25% final exam, 30% special projects, 20% problem solving

English as a Second Language

315 Nolte Ctr: 612/624-1503

ESL 3102 English Grammar for Academic Purposes

(Sec 001); 4 cr; max crs 8; prereq 3101, [Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom

Instructor: Nelson, Eric Stuart

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

ESL 3201 Advanced English Reading and Composition

(Sec 001); 5 cr; max crs 10; prereq Non-native speaker of English, [C-TOEFL score of 153-187 or equiv], dept consent ; meets DELM req of classroom

Instructor: STAFF

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

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

ESL 3202 Academic Reading and Composition

(Sec 001); 5 cr; max crs 10; prereq 3201, Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom

Instructor: Nelson, Eric Stuart

Description: In this course you will read essays and articles on a variety of topics from a variety of sources. You will improve your ability to identify main ideas and details, analyze and critique support, and respond with your own ideas in writing and discussion. In addition to informal writing (such as journal entries), you will write two major papers: an argumentative essay and a field research paper. In the field research project, you will investigate a topic of your choice, conduct field research (e.g. through a survey or interviews), analyze your findings, and present them in a report. As you design your project, analyze your findings, and draft and revise your paper, you will practice a variety of skills that will help you in your academic work. Expect two hours preparation time for each hour of class.

ESL 3502 Academic Listening and Speaking

(Sec 001); 5 cr; max crs 10; prereq 3501, non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom

Instructor: Ackerberg, Lynne B !!Outstanding Service Award!!

Description: Understand lectures and academic discussions, with focus on critical listening; produce academic presentations and participate in discussions on subjects of general academic interest. Topics include cross-cultural awareness and negotiation of disagreement and misunderstanding.

English: Literature

207 Lind Hall: 612/625-3363

EngL 1181W Introduction to Shakespeare

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

received for: **ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

Instructor: Clayton, Tom !!Morse Alumni Award; Regents' Award!!

Description: Hamlet is able to speculate perennially on "Whether 'tis nobler in the mind to suffer / The slings and arrows of outrageous fortune, / Or to take arms against a sea of troubles / And by opposing end them," because Shakespeare was born an imaginative genius in an age when a versatile and expressive modern English was aborning. This enabled the making of a literature and drama of extraordinary richness, social complexity, depth of perception, and even global vision: Shakespeare plays everywhere-and has been especially powerful in Japanese, both in film and on stage. His "writing-intensive" gift for creating dramatic actions extravagant, disturbing, funny, and searching by turns was complemented by a verbal gift of astonishing range and wit, whether Hamlet or a gravedigger speaks. The language may seem remote on first acquaintance, but it readily comes into focus and color for most who are willing to make the effort-and be rewarded evermore. 8-10 representative plays, with attention to contemporary contexts and antecedents, continuing social relevance, and some recent productions, and with emphasis on understanding Shakespeare's text. Caveat lector: a heads-on course not designed for casual attendance or passive absorption. More discussion if seating is freer than that of the all-too-common serried desks or tables. The course will begin with analogy in a real and a fake Picasso drawing, if seating is freer than that of the all-too-common serried seating.

Class time: 70% lecture, 10% Closed Circuit TV, 20% Discussion

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

Grade: 15% mid-semester exam(s), 35% final exam, 30% written reports/papers, 15% quizzes, 5% Memory exercises

Exam format: Some objective questions but substantially essay, typically including analysis of passages, comparison and contrast, and synthesis

on, test, and contest this conceptual mapping by reading a variety of literary texts. Reading novels from the Sub-Saharan Africa, the African Atlantic, the Indian subcontinent, and the Caribbean, we will attempt to enunciate a framework that reads for connections while respecting specificity and difference.

Class time: 50% lecture, 50% Discussion

Work load: 100+ pages of reading per week, 3 papers, weekly responses to reading

Grade: 65% written reports/papers, 35% lab work

EngL 1701 Modern Fiction

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

Instructor: Fitzgerald, Maria J

Description: This class will introduce you to some of the most important writers of the last one hundred. The lectures will be divided into three units: Contemporary (1980 to the present), Modern (1940-80) and Modernist (1900-1940). We will read and talk about three novels from each period, including Morrison, Coetzee, Nabokov, Pynchon, Munro as well as Faulkner, Woolf and Joyce. The intention of this class is to make you fall in love with reading in all its variety. If you already are in love, join us anyway, and help to inspire those who resist one of the greatest pleasures in life.

Class time: 25% lecture, 50% Discussion, 25% I hope to have conversations between myself and the TAs, between the TAs, and between myself, the TAs and the students.

Work load: 70 pages of reading per week, 15 pages of writing per semester, Probably written question and answer sessions

Grade: 5% written reports/papers, 20% special projects, 10% quizzes, 20% in-class presentations, 20% class participation, 25% problem solving, 0% This is how I envisage it at the moment, but the balance may change a little between these five areas when I actually make up the syllabus.

EngL 1701H Honors: Modern Fiction

(Sec 001); 4 cr; prereq Honors; meets CLE req of Other Humanities Core; meets CLE req of Literature Core; meets DELM req of classroom; meets HON req of Honors

Instructor: Bales, Kent

Description: We will read short stories, short novels ("novellas"), and full-sized novels, most of them originally written in English during the last one hundred years. Although we cannot survey the vast body of "modern" writing, we will explore what it means to be modern within the different circumstances presented by each story, novella, and novel, and our lectures will identify other works worthy of your attention when you have the leisure to read them. Until recently, courses on modern writing often spent up to a third of their time on works from the nineteenth century, when readers (for good reason) thought their times to be modern and the pace of change within this modernity to be exciting, even terrifying, and nearly always confusing. We will read only briefly in works of this earlier modernism, so as to identify which and what of their concerns continued to interest and even trouble our more immediate ancestors in the early and middle years of the twentieth century, when the most assertively "modern" writers (although they did not agree on what it takes or means to be modern) lived and wrote. While much of our reading will be of their works, we also will attend to recent decades, during which being modern has seemed to many to be no longer an adequate way of thinking about ourselves and our time. "Postmodern" and "Postcolonial" are but two of the new labels that have come to seem useful substitutes for "the modern."

Class time: 30% lecture, 60% Discussion, 10% group planning and presentations

Work load: 300-350 pages of reading per week, 30 pages of writing per semester, 1 exams, 2 papers, participation

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

Exam format: essay

EngL 3001W Textual Analysis: Methods

(Sec 005); Credit will not be granted if credit has been

EngL 1301W Introduction to Multicultural Literatures of the United States

(Sec 001, 012-015); Credit will not be granted if credit has been received for: ENGL 1302, ENGL 1301V; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

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

EngL 1401W Introduction to "Third World" Literatures in English

(Sec 001); Credit will not be granted if credit has been received for: ENGL 1402, ENGL 1401V, ENGL 1401V; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Tinsley, Natasha

Description: Shadow Lines: (Dis)locating the Postcolonial World - Where is the "postcolonial world"? In the past twenty-five years, cultural theorists continue to redefine its contours. Does it consist of the formerly colonized nations of Africa, the Caribbean, and the Indian subcontinent, or does it also include international metropolises like New York, Toronto, and London? Is it the world of political discourses and public intellectuals, or is it also shaped in bedrooms, kitchens, and servants' quarters? This course engages key texts in the field of postcolonial literature to build

received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Gonzalez, Ramon

Description: This course is about the Literature of Rock and Roll Music. We will read novels, short stories, and non-fiction that focus on how rock music has impacted American culture and influenced many writers. Through close reading of the texts and discussions on popular culture, we will reach conclusions about why rock and roll is so vital to our lives and how it has entered contemporary literature. Individual and group presentations on favorite bands, rock musicians, trends, and the viewing of documentary DVDs will add to the study. Textual analysis will come from this combination of reading and listening and presenting.

Class time: 25% lecture, 25% Closed Circuit TV, 50% Discussion

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

Grade: 25% mid-semester exam(s), 25% final exam, 25% in-class presentations, 25% class participation

Exam format: Essay

EngL 3001W Textual Analysis: Methods

(Sec 002); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom

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

Description: Official description: Training and practice in the analysis of various literary forms, with a special emphasis on poetry. Use of argument, evidence, and documentation in literary papers; introduction to major developments in contemporary criticism. Goals: This is a course chiefly for majors, minors, or premajors in English language and literature. Other students who are considering an English major, or who are just interested in literary study may find this course helpful and interesting. The course's main focus is on training and practice in the analysis of various literary forms, with special emphasis on poetry. Practice includes the use of argument, evidence, and documentation in literary papers. The course also provides an introduction to some major trends in contemporary criticism, as well as to the terminology that critics and scholars use to describe the forms and styles of literary works. While it is impossible to anticipate all the reading, speaking, and writing assignments you will encounter in advanced English courses, this course will provide you with some basic concepts and vocabulary and frequent practice in practical criticism, as well as some guidance in seeing literature in the light of various critical approaches. (English 3002 provides a more thorough introduction to modern literary theory.) Most of the assignments are explained in a packet which is available from Paradigm Copy Center, in the Dinky Dome building.

Class time: 20% lecture, 80% Discussion

Work load: 100 pages of reading per week, 30 pages of writing per semester, 8 papers, There will be various ungraded writing assignments throughout the term, some in class; you must do all but two in order to retain your earned letter grade.

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

EngL 3001W Textual Analysis: Methods

(Sec 004); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Wright, Michelle M

Description: Murder Made Easier: The Development and Deconstruction of the Detective Novel from the Victorian Era to

Today The goal of this course is to take from a more elementary stage of textual analysis and prepare you for more advanced work. Bad news first: the only way to do this is to read, discuss and write frequently. Here is the good news: as human beings are naturally quite ghoulish, what better way to develop one's analytical techniques than reading, discussing and writing analyses of murder? Better still, in addition to always already being a study of society and the "darkest reaches" of the human soul, the genre of the murder mystery is constructed in a way that lends itself to textual analysis-you are encouraged to look for clues, examine motives, seek out parts of the text that do not quite cohere and then compare the solution provided at the end with your own findings. Some of the reading will include: Edgar Allen Poe's The Murders in the Rue Morgue (1841) which, despite its matter-of-fact solution, remains disturbing over 150 years later-and still provides food for thought about the blurred line between humanity and inhumanity; Arthur Conan Doyle's A Study In Scarlet (the title refers to the blood-streaked wall that provides the solution, giving you some idea as to how the author understands the concept of truth); Truman Capote's "real crime" study, In Cold Blood; and Umberto Eco's medieval monastic murder mystery, The Name of the Rose.

Class time: 30% lecture, 40% Discussion, 30% small group work and student presentations

Work load: 150-200 pages of reading per week, 20 pages of writing per semester, 2 papers, writing assignments (every two weeks)

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

Exam format: no exam

EngL 3003W Historical Survey of British Literatures I

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

Instructor: Farber, Lianna

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

Class time: 80% lecture, 20% Discussion

EngL 3007 Shakespeare

(Sec 004); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Elfenbein, Andrew !!Ruth Christie English Award; Morse Alumni Award!!

Description: Shakespeare is usually portrayed as a working playwright whose plays are the epitome of highbrow English literature. He is our primary representative of the Renaissance. His dominance of the field of English literature studies is secure; in fact, 3007 is the only single-author course required of all English majors at Minnesota. This course aims to give the intermediate reader of Shakespeare a new perspective on him as a figure in English-language literary history and on his body of works. We will read some works not often taught in the classroom, and we will consider Shakespeare as a poet and a product (of his culture and ours). We'll read a selection of plays and poems with attention to contemporary contexts, continuing social relevance, and Shakespeare's language. During many class periods, we will spend time reading aloud, discussing texts, and viewing performances.

Class time: 25% lecture, 75% Discussion

Work load: 30 pages of reading per week, 10-15 pages of writing per semester, 2 papers, We will read between 3 and 5 acts per week.

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

EngL 3007 Shakespeare

(Sec 002); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Luke, David B

Description: A survey of Shakespeare's plays encompassing his major periods and genres. The course will study his plays from historical, philosophical, and psychological perspectives, with further consideration of issues of language and theater. The plays are: ROMEO AND JULIET, A MIDSUMMER NIGHT'S DREAM, RICHARD II, HENRY IV, PART ONE, MACBETH, KING LEAR, and ANTONY AND CLEOPATRA.

Class time: 75% lecture, 25% Discussion

Work load: 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: analysis of selected passages and/or essays

EngL 3090 General Topics: Fairy Tale Films & The Brothers Grimm

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

Instructor: Zipes, Jack

Description: The fairy tales of the Brothers Grimm have had a powerful influence on the socialization of children and adults, and this course will explore how their tales have been adapted by filmmakers throughout the world. Though the major figure in cinematic adaptation is Walt Disney, there have been numerous other significant filmmakers who have used the Grimms' fairy tales to comment on gender and social class conflict. The course will begin by examining the early work of the French filmmaker Georges Melies and Walt Disney. The focus of the course will be on the classical fairy tales such as "Snow White," "Little Red Riding Hood," "Cinderella," "Sleeping Beauty," "The Frog King," "Rapunzel," "Bluebeard," "Rapunzel," and "Rumpelstiltskin. The works of important American filmmakers such as Jim Henson, Tom Davenport, Shelly Duvall, Matthew Bright, Edward Dmytryk, and others. Special attention will be paid to the experimental work of the American animator Michael Sporn and foreign filmmakers such as Vaclav Vorlicek, Paul Grimault, Michel Ocelot, and Hayao Miyazaki. While the focus of the course will be on the Grimms' tales, other fairy tales by Charles Perrault and Hans Christian Andersen and their cinematic adaptations will be examined along with such classics as Pinocchio and Peter Pan. Some of the questions that will be raised are: What is the significance of the Disney monopolization of fairy-tale films? Has this "monopoly" been broken?

Class time: 50% lecture

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

EngL 3132 The King James Bible as Literature

(Sec 001); 3 cr; credit will not be granted if credit received for: 3132; meets DELM req of classroom

Instructor: Haley, David B

Description: Our basic reading in this course will be the famous "King James" translation of the Jewish Bible--what is called the Old Testament in Christian Bibles. The original Jewish Bible in Hebrew is divided into three parts: Torah, Prophets, and Writings. Our three-part course reflects this structure. After spending seven weeks on most of the Torah (Genesis through Deuteronomy) and on narrative history (Joshua, Judges, Samuel, Kings), we'll read some of the prophets and, in the last five weeks, more than half of the Writings (Psalms, Proverbs, Job, Ecclesiastes, Ruth, Esther, Jonah, Daniel). In approaching the Bible as literature, we'll assume that the Jewish Bible is based on the word of God (YHWH, Yahweh) but that YHWH's words have been reported by editors determined to put them into literary and oracular form. This axiom allows us to read biblical narrative as we would a novel, asking for instance why YHWH decides to spare Noah but punish Sodom and Gomorrah, or why he chooses David as king but rejects Saul. As we become more familiar with YHWH's character and motives, we may better understand his relationship with his chosen people--with Israel and, after Israel's destruction around 600 BCE, to its "saving

remnant" the Jews. A prophet like Isaiah helps us glimpse YHWH's new covenant with restored Judah, even as the Writings, addressed mainly to diaspora Jews (those who did not return to Jerusalem and Judah), keep alive memories of the Torah and of YHWH's special favors to Israel.

Class time: 80% lecture, 20% Discussion

Work load: 60 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 papers, Essay questions on exams amount to four pages of writing

Grade: 60% written reports/papers, 40% quizzes

Exam format: The tests are based mainly on study-questions

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

EngL 3151H Romantic Literatures and Cultures

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

Instructor: Elfenbein, Andrew !!Ruth Christie English Award; Morse Alumni Award!!

Description: "Bliss it was in that dawn to be alive; / But to be young was very heaven"so William Wordsworth described witnessing the French Revolution. The literature that writers of the Romantic period created in response to the global political upheaval created by the French Revolution continues to inspire, shock, puzzle, and intrigue readers centuries after its initial appearance. So influential has this literature become that it can often seem as if we are only now catching up to it. Students in this class will have the chance to study this extraordinary body of writing and to examine it as an indispensable lens for the understanding of modernity.

Class time: 25% lecture, 75% Discussion

Work load: 50 pages of reading per week, 10-15 pages of writing per semester, 2 papers

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

EngL 3501 Public Discourse: Coming to Terms With the Environment

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

Instructor: Philippon, Daniel J

Description: Does it seem as if scientists, politicians, journalists, advocates, corporations, and citizens sometimes talk past one another when it comes to the environment? Maybe it's because they do. This course will explore how these groups do and don't communicate about controversial environmental issues in the public sphere. We will examine several traditional and contemporary methods of rhetorical criticism used to analyze public discourse and then apply these to a variety of case studies involving such issues as biodiversity loss, pesticide use, and climate change. We will give special consideration to how literary texts, films, and new forms of Internet communication (such as blogs and YouTube) challenge our supposed ideal of rational public debate, with the goal of learning how best to bridge our differences and build healthy communities in an increasingly polarized culture. Note that this course fulfills the liberal education requirements for Literature Core and Citizenship and Public Ethics Theme but NOT Environment theme.

Class time: 40% lecture, 60% Discussion

Work load: 75 pages of reading per week, 20 pages of writing per semester, 4 papers, 6 short quizzes

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

Exam format: short-answer quizzes

EngL 3505 Community Learning Internships I

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

Instructor: Daigre, Eric Stephen

Description: This is the first of a two-semester course, and enrolling students are required to take EngL 3506, Community Learning Internships II (4 cr) in the spring. (Spring term course will meet from 4-6 pm on Wednesdays.) Community Learning Internships takes students beyond the classroom to explore the

connections between literature and literacy, theory and practice, community work and academic study. Students will work as year-long interns in local community-based education projects, in such organizations as Minnesota Internship Center Charter High School, Jane Addams School for Democracy, Franklin Learning Center, PYC Alternative High School, Kaleidoscope After school program, Youth Farm. At weekly meetings, interns will meet with faculty and community representatives to reflect on their daily work and the practical relevance of academic skills in diverse social and cultural contexts. Recommended especially for English majors considering careers in education, nonprofits, and social services. Training provided by Career and Community Learning Center, Minnesota Literacy Council, and orientations at respective internship sites. EngL 3505-3506 meets the English major requirement for language/theory (approved March 2005). The instructor and the English Department will support student petitions to have EngL 3505-3506 meet the University's Cultural Diversity and Citizenship/Public Ethics Themes.

Work load: 4 papers, 4 hours/week at a participating internship site, selected readings, a 25-page action-reflection journal, class participation, listserv participation

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

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

Instructor: Githire, Njeri R

Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor to understand the social construction of race and gender, as well as their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

Class time: 50% lecture, 10% Closed Circuit TV, 10% Discussion

Work load: 35 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers

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

Exam format: Essay

EngL 3713 Editing for Publication

(Sec 001); 4 cr; prereq Soph or jr or 1st sem sr; meets DELM req of classroom

Instructor: STAFF

Description: Editing for Publications is a hands-on laboratory designed to provide real-world experience in producing a publication--in this case, The Ivory Tower, the undergraduate student literary magazine at the University of Minnesota. Students will study the history of literary magazines and the processes associated with producing a magazine (including editing, copy editing, design, marketing, and financial oversight). Most class time, however, will be devoted to putting these abstract skills into practice producing an issue of The Ivory Tower. This course has an enforced prerequisite and reserved seating of "soph or jr or 1st sem sr" -- with 3 seats reserved for ArtS majors; 3 seats for CSOM students; 5 seats for Jour, Jour mass comm, or jour professional majors; 7 seats for EngL majors (Soph or jr or 1st sem sr); and 7 seats for EngL majors (soph or jr).

EngL 3741 Literacy and American Cultural Diversity

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Daigre, Eric Stephen

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

Work load: Includes required off-campus service learning practicum

EngL 3883V Honors Thesis

(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Atkinson, Beverly M

Description: This individually contracted course is required of English summa cum laude degree candidates. The resulting thesis (about 40 pages) may be analytical, theoretical, or creative. For complete information, students will read the relevant pages on <http://english.clu.umn.edu/ugrad/degsumma.php> Using a contract form available at the URL or in the English Undergraduate Studies Office, 227 Lind, students make arrangements with a professor no later than the term preceding their last two terms. (It is strongly recommended that they do so by midterm.) They can expect to spend two semesters to research, collect, discuss, create, write, revise and revise, and then to seek approval from the supervising professor and two additional readers. Students work somewhat independently, meet periodically with the professor, and attend the English honors thesis writers' workshop as noted in the Class Schedule. It is recommended that they attend a thesis preparation and writing workshop offered by the CLA Honors advisers, consult with the English Honors adviser, and work closely with the professor. Students find it helpful to have a peer English honors student (in the workshop) serve as a discussant and reader during the process of developing ideas and writing. Class time: average 50 minutes every other week in workshop.

Class time: 100% discussion, Individual research, reading, writing,. One-to-one discussions with faculty advisor in addition to the workshop

Work load: The work load varies with the project.

Grade: 100% written reports/papers, 0% Grade is based on the completed thesis, the process leading to the final paper and the discussions with the faculty advisor.

Course URL: <http://English.clu.umn.edu/>

EngL 3960W Senior Seminar: Hawthorne: the Originals & the Take-offs

(Sec 001); 4 cr; A-F only; prereq English major, [jr or sr], major advisor approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Bales, Kent

Description: This seminar concerns several Hawthornes: the man himself as revealed or constructed by what he wrote, the man who (although dead) became the "classic" American novelist for many in the generations following, and, during the past century, the man to be reformed and revised by other writers, often for historicist reasons, and in part as a standard by which to measure ourselves and our society and culture today.

Hester Prynne has long had a second home in folklore; movies re-envision and re-shape /The Scarlet Letter/ to fit and mirror contemporary problems and reforms; John Updike and Bharati Mukherjee have brought up-to-date and re-imagined the significance of /The Scarlet Letter/ and the futures it may entertain. This seminar encourages analysis of Hawthorne and exploration of the uses of his works in late Modern and Post-Modern times, especially in matters concerning social justice and radical revisions of history-writing--and the concept of history itself. We will read and analyze two of Hawthorne's romances and a handful of his tales, and we also will see what Updike has done in modernizing one of Hawthorne's characters, and we will read selections from the work of recent theorists concerning how Hawthorne has influenced, even shaped, the literary imagining of America socially and culturally. The rest will be up to you, although help will be available from the instructor, from your colleagues, and from librarians.

Class time: 30% lecture, 50% Discussion, 20% research and reports

Work load: 300-350 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 papers, archival work, library

Grade: 80% written reports/papers, 10% in-class presentations, 10% archival work, library

EngL 3960W Senior Seminar: Monstrosity

(Sec 002); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Craig, Siobhan S

Description: Monsters can be campy and kitsch, or objects of true fear and loathing. But what is monstrosity? What do "our" monsters reveal about us, as individuals and as a culture? What sorts of cultural stresses and anxieties do we express through them? How do they embody our ambivalence and denial about issues related to desire, sexuality, and identity? Do monsters call into question many of the categories we use to understand ourselves as "natural" or "normal" subjects? The texts we will be reading in this course force us to confront our denial or repression of different aspects of individual and collective identity; we may split these "monstrous" elements off from ourselves, condemn them, or perhaps build our conscious identity in opposition to them. What happens, however, when these repressions and oppositions break down? How does the creation of monsters contribute to the "policing" of the borders of acceptable forms of subjectivity? Authors to be considered may include Aeschylus, Shelley, Hoffmann, James, Kafka, Ellison, Plath, Morrison. Directors may include Cronenberg, Cameron, Scott

Class time: 20% lecture, 80% Discussion

Work load: 150-250 pages of reading per week

EngL 3980 Directed Instruction

(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual learning about teaching and undergraduate courses through research and assisting in instruction. Before receiving permission to register, students must submit to the English Undergraduate Studies Office a signed written contract using the CLA Student/Faculty Contract for Directed Study/Research, Directed Instruction, "Y" Registration, and "X" Credit" available in all CLA advising offices, including the English Undergraduate Office. No catalogue description exists, but the description is as follows: An opportunity to learn more about a subject you have studied by assisting in teaching it to others. One to six credits per semester may be earned through directed instruction; a maximum of eight credits may be applied toward a CLA degree. Students can expect to complete a formal writing assignment as part of the course requirements. This registration is intended primarily for English majors already admitted to the major. This is an opportunity which takes careful planning between student and professor and is thus not frequently used. The department expects that two to four students will take the course in an

academic year, none in extension or summer session.

Class time: 100% Class time: 100% need permission, will assist that professor, work independently in consultation with professor.

Grade: 100% written reports/papers, 0% Grade: 100% based on writing assignment defined by students and the supervising professor in the written contract.

EngL 3993 Directed Reading/Study

(Sec 001); 1-8 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent, college approval; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual study. Open to qualified students for one or more semesters. Before receiving permission to register, students submit to the English Undergraduate Studies office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices.

EngL 4003 History of Literary Theory

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

Instructor: Farber, Lianna

Description: This course explores some of the major questions about literary theory that preoccupied important thinkers from antiquity through modernism by looking at how they posed and answered questions about language (how words mean), audience (to whom they mean) and the literary (how literary writing differs from other forms of writing). We will begin by examining how theorists thought that words bear meaning: when, for example, can words carry more than their literal meaning? Must they always carry more than their literal meaning? If and when they do carry "extra" meaning, how do we know what to understand? Next, we will look to questions of audience: who is the implied audience for literature? Is the implied audience necessarily male? Is the audience's understanding of a work of literature the same as the author's? how can the author manipulate understanding? What is the relationship between literature and rhetoric? Finally, we will explore these theorists' understanding of what literature is and how it differs from other kinds of writing. Readings will include works by Plato, Aristotle, Augustine, Christine de Pizan, Dante, Sidney, Behn, Wordsworth, Coleridge, Shelley, and Woolf.

Class time: 25% lecture, 75% Discussion

EngL 4152 Nineteenth Century British Novel

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

Instructor: Luke, David B

Description: The course will study the cultural developments of the 19th-C English Novel from Mary Shelley's "Frankenstein" (1818) through Bronte, Dickens, Eliot and Hardy, to Joseph Conrad's "Heart of Darkness" (1898) in terms of aesthetic, psychological, philosophical, and social issues.

Class time: 75% lecture, 25% Discussion

Work load: 200 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: short answers and/or short essays

EngL 4233 Modern and Contemporary Drama

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

Instructor: Lee, Josephine D

Description: This course surveys a range of works written for theater in the 19th and 20th century, including the work of Henrik Ibsen, George Bernard Shaw, Elizabeth Robins, Anton Chekhov, August Strindberg, Eugene O'Neill, Bertolt Brecht, Samuel Beckett, Caryl Churchill, and others. We will emphasize how the major aesthetic forms of modern drama--the well-made play, realism, expressionism, symbolism, epic theater, absurdism--were not just distinctive theatrical styles, but also new ways of "seeing" for the theatrical spectator. We will also look at how social differences such as gender, class, and race inform the content and presentation of these plays. Through lecture, reading, discussion, and sustained writing, students will learn both to analyze dramatic texts, to develop arguments about

interpretation, and to appreciate the art of writing for the theater in both its aesthetic and social aspects. .

Class time: 20% lecture, 80% Discussion

Work load: 75-100 pages of reading per week, 20 pages of writing per semester

Grade: 75% written reports/papers, 25% lab work

EngL 5711 Introduction to Editing

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

Instructor: Zuckerman, Jeffrey Jay

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

Class time: 25% lecture, 75% Discussion

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

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

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

on student work; workshop participation; attendance at a literary reading; short papers and/or presentations; a final portfolio of nonfiction.

Class time: 30% lecture, 70% Discussion

EngW 3102 Intermediate Fiction Writing

(Sec 001, 002); 3 cr; prereq 1101 or 1102 or dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: Intermediate course in the art and craft of reading/writing fiction for students with previous experience in fiction writing. Students will read and analyze a great deal of contemporary and classic short fiction and also construct their own stories. Students will be responsible for written comments on student work; workshop participation; attendance at a literary reading; some short papers and presentations; and a final portfolio of short fiction.

Class time: 30% lecture, 70% Discussion

EngW 3104 Intermediate Poetry Writing

(Sec 001, 002); 3 cr; prereq 1101 or 1103 or dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work; student critiques; some short papers and presentations; attendance at one literary reading; final portfolio of poetry.

Class time: 30% lecture, 70% Discussion

Exam format: Final portfolio of poems

English: Creative Writing

222 Lind Hall: 612/625-6366

EngW 1102 Introduction to Fiction Writing

(Sec 001-003); 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introductory course in the art and craft of reading and writing fiction. Students will read a variety of classic and contemporary fiction. Students will be responsible for composing original stories; writing comments on student work; workshop participation; attendance at a literary reading; and a final portfolio of fiction.

Class time: 30% lecture, 70% Discussion

EngW 3106 Intermediate Literary Nonfiction Writing

(Sec 001, 002); 3 cr; prereq 1104 or dept consent; meets DELM req of classroom

Instructor: STAFF

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

Class time: 30% lecture, 70% Discussion

Exam format: Final portfolio of creative nonfiction

EngW 1103 Introduction to Poetry Writing

(Sec 001, 002); 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Students will be responsible for crafting original poetry; commenting on student work; workshop participation; attendance at a literary reading; short presentations and/or papers; a final portfolio of poetry.

Class time: 30% lecture, 70% Discussion

Work load: portfolio of poems and revisions

Grade: 0% portfolio of poems

EngW 5102 Advanced Fiction Writing

(Sec 001); 4 cr; max crs 8; prereq dept consent; meets DELM req of classroom

Instructor: STAFF

Description: We will be reading and critiquing student fiction, including short stories and chapters from novels. I will be handing out guidelines for doing so at the first meeting. Members of the workshop should expect to have two, possibly three, manuscripts critiqued, each one approximately 15 to 20 pages in length, and we will also be reading and discussing short stories from an anthology, considering their formal properties. I will expect active participation from everyone, including written comments to be turned in to the week's contributors and to me.

EngW 5205 Screenwriting

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

Instructor: STAFF

Description: A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class critiques will emphasize issues of imagery,

characterization, plot and structure, as well as creative process within screenwriting. Also expect in-class screenings, guests, and nuts and bolts discussion about story pitches, synopses and other vagaries of the professional industry. For advanced undergraduates, graduate students, and writers from the community interested in continuing education. Ask for a permission number in 209 Lind Hall.

EngW 5993 Directed Study in Writing

(Sec 001, 002); 1-4 cr; max crs 18, 18 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.

Entomology

219 Hodson Hall: 612/624-3636

Ent 4096 Professional Experience Program: Internship (Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq COAFES jr or sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

Ent 5900 Basic Entomology

(Sec 001, 005-020); 1-6 cr; max crs 12; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Opportunity to make up certain deficiencies in biological background.

Ent 5910 Special Problems in Entomology

(Sec 001, 005-020); 1-6 cr; max crs 10, 10 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Individual field, lab, or library studies in various aspects of entomology.

Environmental Sciences, Policy, and Management

ESPM 1011 Issues in the Environment

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

Instructor: Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!

Description: This course is an introductory, interdisciplinary survey of environmental issues that explores the connections between environmental sciences, policy, and management and personal, professional, and civic responsibility. On Mondays and Wednesdays, the instructors and a variety of guest speakers will introduce students to topics of current environmental concern, and on Fridays students will discuss these issues in small groups. The course emphasizes the social, political, and economic factors involved in environmental decision-making, and lectures are supplemented with videos and a course web site. The overarching question the course asks is: What should a

sustainable society look like, and how should we attempt to achieve it? The specific topics it explores include: population and consumption; energy, climate change, and waste; land use (soils, forests, agriculture, water, and wetlands); and biodiversity (fisheries, wildlife, and endangered and invasive species). The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management and for all students who are interested in the subject and wish to satisfy the University's liberal education requirements for Environment Theme and Citizenship and Public Ethics Theme. The course has no prerequisites and is intended for students with little or no scientific background.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 4 papers, 3 quizzes

Grade: 15% final exam, 25% written reports/papers, 35% special projects, 15% quizzes, 10% class participation

Exam format: Varies

ESPM 1425 The Atmosphere

(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425, GEOG 1425, GEOG 1425; 4 cr; A-F only; both Soil 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: Klink, Katherine

Description: By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.

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

Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

Grade: 20% final exam, 10% written reports/papers, 35% lab work, 25% two in-class exams during the semester (12.5% each)

Exam format: Multiple choice, short answer

Course URL: <http://www.geog.umn.edu/faculty/klink/geog1425>

ESPM 1905 Freshman Seminar: Alien

Invasions:Impacts&control of exotic species (Sec 001); 1 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom

Instructor: Newman, Raymond M !!CNR-Professor of the Semester; CNR-RC Newman Tchg Award!!

Description: Non-indigenous (exotic) species such as Eurasian watermilfoil, zebra mussels, killer bees and kudzu are becoming increasingly common world-wide and are considered one of the major causes of loss of biodiversity. What are these species? From where do they come and how do they get there? What allows some species to invade and become a nuisance? How can we control them? This seminar will introduce students to the topic via reading, presentation, and discussion of selected primary literature. In addition to learning more about the topic, students will learn how to read, critique, and summarize primary literature and gain insight into how science is conducted and translated into management actions. After three introductory sessions (to provide a background on exotic species issues and to provide a framework for digestion and assessment of scientific

literature), each student will select a topic and paper from a list I will provide. The student, in consultation with the instructor, will lead the presentation and discussion of the paper and topic. Each week we will cover a new topic and one or two papers related to the topic. All students will read the papers and be prepared to discuss the paper(s) and topic each week. This is a freshman seminar and emphasis will be on interaction amongst the students and instructor.

Class time: 20% lecture, 30% Discussion, 50% student presentations

Work load: 20-25 pages of reading per week, 2-3 pages of writing per semester, 1 papers, Student powerpoint presentation

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

Exam format: no exam

Course URL:

<http://fwcb.cfans.umn.edu/courses/nresexotics1901/syllabus.html>

ESPM 3000 Seminar on Current Issues for ESPM:

Biotechnology and the Natural Environment (Sec 001); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq Jr; meets DELM req of classroom

Instructor: Oberhauser, Karen S

Description: This course is a survey of genetically modified organisms (GMO's), with a focus on their potential environmental effects, both benefits and costs. We will consider social and economic benefits and costs as well, since policy decisions must weigh environmental, social and economic factors. We will begin by looking at the technology of genetic modification itself, then focus on its promise, both realized and unrealized. We will then look at some of the risks of the different categories of GMO's, and discuss how to ensure the safety of GMO plants and animals, which some people expect to become a leading sector of the US, and world, economy.

Class time: 60% lecture, 40% Discussion

Work load: 10-20 pages of reading per week, 10 pages of writing per semester, 2 papers, Short writing assignments on reading

Grade: 30% written reports/papers, 30% special projects, 20% in-class presentations, 20% class participation

ESPM 3002 Colloquium: Exotic Plants and Animals

(Sec 001); 1 cr; A-F only; meets DELM req of classroom

Instructor: Newman, Raymond M !!CNR-Professor of the Semester; CNR-RC Newman Tchg Award!!

Description: This colloquium will introduce students to current issues related to exotic species such as zebra mussels, purple loosestrife, Eurasian watermilfoil, brown tree snakes, chestnut blight and gypsy moths. It is geared toward undergraduates with some interest and experience in biology or natural resources. We will consider a diverse array of exotics, their impacts, and methods for control. I will provide a general overview coverage of specific examples which I deal with and a logical tie between topics. Local experts will relate their experiences and expertise on specific issues ranging from particular groups of exotics, to invasion theory, to real world management. Assigned readings will be used to introduce topics and provide additional depth and breadth. Sessions will alternate from lecture and brief discussion to in-depth discussion of the topic and related readings the following session. Class discussions and required questions for speakers, based in part on readings, will be used to help students think critically about contemporary resource issues in exotic species management. Bi-weekly take-home quizzes will be used for grading and to ensure you keep up with the readings and think about the lectures and discussions. There will be approximately 20 required readings, which will be available online as pdfs.

Class time: 60% lecture, 40% Discussion

Work load: 25 pages of reading per week, 2-3 pages of writing per semester, 8 Bi-weekly Quizzes

Grade: 80% quizzes, 10% class participation, 10% Questions for speaker/disc. written

Exam format: true/false, multiple choice, matching

Course URL:

<http://fwcb.cfans.umn.edu/courses/nresexotics3002/>

ESPM 3012 Quantitative Methods for Environmental Scientists and Managers II

(Sec 001, 002); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, STAT 5021, STAT 5021, STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; A-F only; prereq Two yrs of high school math; meets DELM req of classroom

Instructor: Burk, Thomas Edward !!Alumni Service Award; CNR - Alumni Society Award; CNR-RC Newman Tchg Award!!

Description: This course will prepare a student for further course work in environmental and natural resources curricula that requires analytic thinking and problem solving skills. The course is differentiated from seemingly similar statistics courses in at least two ways. First, beyond introductory statistical ideas, the foci will be regression analysis and sample survey design, two topics of particular importance to environmental scientists and managers and topics typically covered only as time allows (regression) or not covered at all (survey sampling) in introductory statistics courses. Second, emphasis will be placed on applications and computer-based solutions rather than theory and manual calculation. Most significantly, Microsoft Excel software will be used rather than a statistical package. For most topics dealt with in the course, Excel provides satisfactory solutions in a user interface students are familiar with and, further, is widely used by environmental scientists and managers in practice.

Class time: 70% lecture, 30% Laboratory

Work load: 50 pages of reading per week, 4 exams

Grade: 51% mid-semester exam(s), 22% final exam, 27% problem solving

Exam format: Short answer; calculation problem; multiple choice

ESPM 3012 Quantitative Methods for Environmental Scientists and Managers II

(Sec 001, 002); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, STAT 5021, STAT 5021, STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; A-F only; prereq Two yrs of high school math; meets DELM req of classroom

Instructor: Burk, Thomas Edward !!Alumni Service Award; CNR - Alumni Society Award; CNR-RC Newman Tchg Award!!

Description: This course will prepare a student for further course work in environmental and natural resources curricula that requires analytic thinking and problem solving skills. The course is differentiated from seemingly similar statistics courses in at least two ways. First, beyond introductory statistical ideas, the foci will be regression analysis and sample survey design, two topics of particular importance to environmental scientists and managers and topics typically covered only as time allows (regression) or not covered at all (survey sampling) in introductory statistics courses. Second, emphasis will be placed on applications and computer-based solutions rather than theory and manual calculation. Most significantly, Microsoft Excel software will be used rather than a statistical package. For most topics dealt with in the course, Excel provides satisfactory solutions in a user interface students are familiar with and, further, is widely used by environmental scientists and managers in practice.

Class time: 70% lecture, 30% Laboratory

Work load: 50 pages of reading per week, 4 exams

Grade: 51% mid-semester exam(s), 22% final exam, 27% problem solving

Exam format: Short answer; calculation problem; multiple choice

ESPM 3101 Conservation of Plant Biodiversity

(Sec 001); Credit will not be granted if credit has been received for: NRES 5101, NRES 5101, NRES 5101, ENR 5101, ESPM 5101; 3 cr; A-F only; prereq Biol 1001 or Biol 1009; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: David, Andrew J

Description: Introduction to the principles underlying the assessment and conservation of plant biodiversity at the

individual, population, and community levels. Case studies in management of biodiversity to restore or maintain ecosystem function covering issues including genetics, timber harvesting, invasive species, plant reproduction, proprietary rights and others. Assumes a knowledge of basic botany. Offered every fall.

ESPM 3261 Economics and Natural Resources Management (Sec 001); Credit will not be granted if credit has been received for: NRES 5261, NRES 5261, ENR 5261, ESPM 5261; 4 cr; A-F only; meets CLE req of Writing Intensive; meets CLE req of Environment Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Kilgore, Mike

Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).

Class time: 75% lecture, 20% Discussion, 5% Laboratory

Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers

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

Exam format: Multiple choice, Short Answer, Problems

Course URL:

<http://www.cnr.umn.edu/FR/degprog/webclass/NRES3261/index.html>

ESPM 3603 Environmental Life Cycle Analysis

(Sec 001); Credit will not be granted if credit has been received for: MGMT 3603, MGMT 3603; 3 cr; A-F only; prereq [Math 1142 or [Math 1271, Math 1272]], [ApEc 1101 or Econ 1101 or 3261W]; meets DELM req of classroom

Instructor: Suh, Sangwon

Description: The course is designed to introduce to the concepts and procedures of Life Cycle Assessment (LCA), which is being broadly applied for policy supports, ecolabeling, design for environment and corporate environmental management. LCA is a tool to quantify and manage environmental impacts associated with products and services throughout their life cycles, including production, use and disposal/recycling. The first half of the course will be devoted to the methods and principles of LCA: Goal and Scope definition, Life Cycle Inventory (LCI) analysis, Life Cycle Impact Assessment (LCIA) and Interpretation, that are the main phases of LCA, will be covered. In the second half of the course, students will have an opportunity to form small groups and, per each, choose a particular product or a service to apply LCA. Students will be given an opportunity to present their works at the end of the course. Completing this class, the students are expected to acquire basic knowledge and skills to design and carry out an LCA study and to incorporate the results with a firm's environmental management strategy. ISO 14040 series on LCA, that is a part of the International Standards, will be extensively utilized. The class will combine lecture, discussion and group projects.

Class time: 60% lecture, 10% Discussion, 30% Group work

Grade: 30% mid-semester exam(s), 30% special projects, 10% in-class presentations, 10% class participation, 20% problem solving

ESPM 4200H Honors Seminar

(Sec 001, 002); 1 cr; A-F only; prereq ENR upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

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

ESPM 4216 Contaminant Hydrology

(Sec 001); 2 cr; A-F only; meets DELM req of classroom

Instructor: Gupta, Satish C

Description: The course covers the principles of contaminant transport both in percolate solution and in overland flow. Topic discussion is mostly descriptive (minimal use of equations) but includes several examples that involve computations. Specific topics include hydrologic cycle; Darcy's flux, pore water velocity, piston flow, diffusion-dispersion processes, and chemical degradation; contaminant travel time and distance to travel; methods of characterizing contaminant leaching; Henry's law and vapor phase transport; description of remediation technologies; methods to calculate and measure runoff; tillage impact on runoff; impact of runoff on lake and river water quality; management practices to control runoff and associated contaminants (sediment and P) losses. I would also have one or two consultants come in the class and talk about specific case studies. We will also take a tour of a remediation site in town.

Class time: 100% lecture

Work load: 70 pages of reading per week

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

Exam format: multiple choice, essay

ESPM 4601 Soils and Pollution

(Sec 001); 3 cr; prereq [2125, [Chem 1021 or equiv], [Phys 1042 or equiv]] or instr consent ; 3416 recommended; meets DELM req of classroom

Instructor: Bloom, Paul Ronald

Description: The course was developed for upper division students in the environmental sciences. The major topics are the mitigation of pollution in agricultural and urban settings, as well as remediation of polluted sites. The course work applies the principles of microbiology, chemistry, and physics to evaluation of pollution in soils and to the remediation of polluted soils. All lectures are given using PowerPoint and the lecture notes are made available on the course web site. Guest speakers from state regulatory agencies will be utilized for some of the topics. There will be 2 field trips to sites in the Twin Cities. Textbook: "Pollution Science," by Pepper, Gerba and Brusseau (1996).

Class time: 80% lecture, 20% Discussion

Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 exams

Course URL:

<http://www.soils.agri.umn.edu/academics/class/courses.html>

ESPM 4801H Honors Research

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

Instructor: STAFF

Description: Independent research project supervised by faculty member.

ESPM 4802H Honors Research

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

Instructor: STAFF

Description: Completion of honors thesis. Oral report.

ESPM 5101 Conservation of Plant Biodiversity

(Sec 001); Credit will not be granted if credit has been received for: NRES 4101, NRES 3101, NRES 3101, NRES 3101, ENR 3101, ESPM 3101; 3 cr; A-F only; prereq Grad student or instr consent ; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: David, Andrew J

Description: Introduction to the principles underlying the assessment and conservation of plant biodiversity at the individual, population, and community levels. Case studies in management of biodiversity to restore or maintain ecosystem function covering issues including genetics, timber harvesting, invasive species, plant reproduction, proprietary rights and

others. Assumes a knowledge of basic botany. Offered every fall.

ESPM 5261 Economics and Natural Resources Management (Sec 001); Credit will not be granted if credit has been received for: NRES 3261, NRES 3261W, NRES 3261W, ENR 3261W, ESPM 3261W, ESPM 3261; 4 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom

Instructor: Kilgore, Mike

Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).

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

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

Grade: 40% mid-semester exam(s), 25% final exam, 10% quizzes, 25% problem solving

Exam format: Short Answer, Problems

Course URL:

<http://www.cnr.umn.edu/FR/degprog/webclass/NRES3261/index.htm>

ESPM 5555 Wetland Soils

(Sec 001); Credit will not be granted if credit has been received for: SOIL 5555, SOIL 5555, SOIL 5555, SOIL 5555; 3 cr; A-F only; prereq 1125 or 2125 or equiv or instr consent ; Concurrent registration is required (or allowed) in 4511 recommended; meets DELM req of classroom

Instructor: Bell, Jay !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!

Description: Course focuses on the morphology, chemistry, hydrology, and formation of mineral and organic soils in a wet environment. Students will study: 1) the biogeochemical processes involved in the genesis of hydromorphic soils, 2) soil hydrology for a variety of landscape settings, 3) soil morphological indicators of wet conditions, and 4) how to interpret soil-landscapes. In addition to field trips to study soils in a field setting, students will delineate the hydric soils boundary for a wetland site near campus and develop a comprehensive report of their findings. Additional topics include peatlands, wetland benefits, preservation, regulation, mitigation, and instrumentation to monitor soil water and redox fluxes. Course material is not of an introductory nature and assumes prior knowledge of soil science (an introductory soils course) and the ability to integrate information from several disciplines in order to understand wetland processes. Scheduled in late afternoon to accommodate extension students. In addition to lectures, one hour-long recitation section is scheduled per week to concentrate on the terminology and methods used for soil profile descriptions, field instrumentation, and for in-depth discussion of lecture topics.

Class time: 50% lecture, 20% Discussion, 10% Laboratory, 20% Field trips/Field project

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 6 problem solving assignments

Grade: 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% special projects, 20% problem solving

Exam format: Short essay

Course URL:

<http://www.soils.agri.umn.edu/academics/classes/soil5555>

ESPM 5603 Environmental Life Cycle Analysis

(Sec 001); 3 cr; A-F only; prereq [Math 1142 or [Math 1271, Math 1282]], [Econ 1101 or ApEc 1101]; meets DELM req of classroom

Instructor: Suh, Sangwon

Description: The course is designed to introduce to the concepts and procedures of Life Cycle Assessment (LCA), which is being broadly applied for policy supports, ecolabeling, design for environment and corporate environmental management. LCA is a tool to quantify and manage environmental impacts associated with products and services throughout their life cycles, including production, use and disposal/recycling. The first half of the course will be devoted to the methods and principles of LCA: Goal and Scope definition, Life Cycle Inventory (LCI) analysis, Life Cycle Impact Assessment (LCIA) and Interpretation, that are the main phases of LCA, will be covered. In the second half of the course, students will have an opportunity to form small groups and, per each, choose a particular product or a service to apply LCA. Students will be given an opportunity to present their works at the end of the course. Completing this class, the students are expected to acquire basic knowledge and skills to design and carry out an LCA study and to incorporate the results with a firm's environmental management strategy. ISO 14040 series on LCA, that is a part of the International Standards, will be extensively utilized. The class will combine lecture, discussion and group projects.

Class time: 60% lecture, 10% Discussion, 30% Group work

Family Social Science

290 McNeal Hall: 612/625-1900

FSoS 1101 Intimate Relationships

(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Caron PhD, Wayne Allan !!CHE Buckman Award; CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

Description: Focuses on couple dynamics and gives an overview of how to develop, maintain, and terminate an intimate relationship. Relationship skills and issues including communication, conflict resolution, power, and roles are discussed. The course objectives are to provide an overview of these topics as well as a deeper appreciation and awareness of their importance. General topics to be covered include dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (abuse, infidelity, divorce) and couple enrichment and couple therapy.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 30-40 pages of writing per semester, 5 exams, 1 papers

Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects

Exam format: multiple choice

FSoS 1201 Human Development in Families: Lifespan

(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Grotevant, Harold D !!CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

Description: This course provides a survey of human development in a family context while emphasizing the role of diversity in shaping family environments. Using life course theory and human development theories, the course addresses the interlocking paths of individual and family development, beginning with mate selection and birth of the child and continuing through the life cycle. It addresses the basic processes involved in physical, cognitive, language, social, and personality development and how they are interrelated. It interweaves the ways in which historical, social, and cultural factors, including ethnicity, gender, class and sexual orientation, influence family context, which in turn, influences individual development. The course is strongly grounded in theory and

research, but also explores how theory and research findings are applied to everyday lives. Class lectures and discussions will not simply repeat the material in the textbook or readings book. We will use class time to go beyond the books, focusing on specific issues about families and development and exploring points of current interest and controversy. The course is designed for undergraduates who seek a broad introduction to human development in family contexts across the entire lifespan. It is especially relevant for students interested in career paths that involve the provision of human services of many kinds. The course fulfills LE requirements for the Social Science core and the Cultural Diversity theme.

Class time: 75% lecture, 25% Discussion

Work load: 60-80 pages of reading per week, 4 exams, threaded discussion on WebCT

Grade: 86% quizzes, 7% class participation, 7% threaded discussion

Exam format: multiple choice and essay

Course URL: <http://fsos.che.umn.edu/06spring1201.pdf>

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

Instructor: Goodman, William Joseph !!CHE McFarland Outstand Tchg Aw!!

Description: This course is designed to be a systematic preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this course is also the advancement of students' thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2003) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.

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

Work load: 25 pages of reading per week, 100 pages of writing per semester, 1 papers, Contract grading

Grade: 0% Contract grading

FSoS 2103 Family Policy

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

Instructor: STAFF

Description: This is a course about families and government policy. The study of government policy is essentially the study of how people create an organized society. In most nations, laws or other government policies are the means used to organize a society. In this course, we will specifically study laws or other government policies that effect family well-being. In doing so, we will take a cross-national approach. That means you will learn about laws and policies affecting family well-being in the U.S. and in other nations. We will focus primarily on trying to understand how different societies organize themselves (i.e., create the laws or policies) in response to family needs. To facilitate class discussion, you will often be asked to form into small discussion groups. Later in the semester, you will be asked to join a policy analysis group. You will work with the members of your group to analyze a family policy and prepare policy testimony. Please use the first few class days to get to know your classmates so you will be able to make a good choice about your policy analysis group.

FSoS 2105 Methods in Family Research

(Sec 001); Credit will not be granted if credit has been received for: FSOS 4105, FSOS 4105, FSOS 4105; 3 cr;

meets DELM req of classroom

Instructor: Caron PhD, Wayne Allan !!CHE Buckman Award; CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

Description: This course is designed to give students a basic understanding of social science research methods, particularly as they apply to questions about the family. The scientific method, the major questions and objectives of family research, data gathering, analysis, reporting and social issues will be explored and examined.

Grade: 25% final exam, 33% quizzes, 42% worksheets

FSoS 2191 Independent Study in Family Social Science (Sec 001, 011-018); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 3101 Personal and Family Finances

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

Instructor: Solheim PhD, Catherine Ann

Description: Analysis of personal and family financial management principles. Financial planning of savings; investments; credit; mortgages and taxation; life, disability, health, and property insurance; public, private pensions; and estate planning.

FSoS 3104 Global and Diverse Families

(Sec 001); Credit will not be granted if credit has been received for: FSOS 4102, FSOS 4102, FSOS 4102, FSOS 4102; 3 cr; prereq at least Soph or instr consent; meets DELM req of classroom

Instructor: Rosenblatt, Paul C !!Morse Alumni Award; Outstanding Achievement Award!!

Description: Perspective on family dynamics of various racial/ethnic populations in the United States and other countries in the context of national and international economic, political, and social processes. Topics include learning how to understand other individuals and cultures in their own terms and in terms of local, national, and world wide systems; human rights issues; gender and sexual orientation in cross-cultural perspective; theories about racism, privilege, and whiteness; African-American families; American Indian families; Mexican-American families; Hmong and other recent immigrant families from Southeast Asia; Somali and other recent immigrant families from Northeast Africa; interracial/intercultural families; population policy; and economic, monetary, and trade policy.

Class time: 45% lecture, 25% Discussion, 30% videos and discussion of videos

Work load: 75 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers

Grade: 44% final exam, 11% written reports/papers, 44% quizzes

Exam format: choice between essay and mostly multiple choice

FSoS 3191 Independent Study in Family Social Science

(Sec 001, 011-018); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 3429 Counseling Skills Practicum I

(Sec 001, 002); Credit will not be granted if credit has been received for: FSOS 5429, FSOS 5429, FSOS 5429, FSOS 5429; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Development of competency in basic counseling skills. Topics include: counselor needs/motivations, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis on building from client strengths. Focus on learning through role-playing.

Class time: 25% lecture, 25% Discussion, 50% role-play skill development

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

Grade: 30% final exam, 20% written reports/papers, 25% class participation, 25% problem solving

Exam format: role play

FSoS 4101 Sexuality and Gender in Families and Close Relationships

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

Instructor: Meyer, Cynthia Jo

Description: Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families

Class time: 60% lecture, 30% Discussion, 10% small group presentations and film

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

Exam format: multiple choice

FSoS 4104W Family Psychology

(Sec 002); 3 cr; prereq At least jr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Meyer, Cynthia Jo

Description: Family Psychology addresses processes that take place in families of origin, families of choice and other close relationships within diverse social contexts. Emphasis is placed on evaluating current research on family dynamics within and across generations. In addition to looking at Family Systems Theory, specific topics include: family rituals, biology and family interactions, marital interactions, adoption, lesbian and gay families, aging, and family therapy. While the emphasis is on understanding current family research, the course also focuses on ways the material can be applied to the student's family and relationships as well as professional interactions with clients. Family Psychology is a writing intensive course which means that the course grade is directly tied to both the quality of writing as well as knowledge of the subject matter.

Class time: 50% lecture, 40% Discussion, 10% films and videos

Work load: 80-100 pages of reading per week, 22 pages of writing per semester, 1 exams, 2 papers, one small group presentation

Grade: 30% final exam, 60% written reports/papers, 5% in-class presentations, 5% class participation

Exam format: multiple choice and short essay

FSoS 4153 Family Financial Counseling

(Sec 001); 3 cr; A-F only; prereq [3101, 3102, 3429] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Family financial issues are studied with an emphasis on the role of the financial counselor. This course emphasizes the development of professional skills for assisting individuals and families to cope with financial concerns in their day-to-day lives. This course is designed to increase awareness and knowledge of the characteristics of persons in serious financial difficulties, complexity of factors affecting such situations, desirable relationships between the helper and the helped, and community agencies and organizations with appropriate resources. A basic knowledge of family finance is expected. Students completing this course are eligible to take the Accredited Financial Counselor (AFC) exam administered by the Institute for Personal Finance (IPF). Successful completion of the two courses does not equate passing the Accredited Financial Counselor exam.

FSoS 4155 Parent-Child Relationships

(Sec 001); 3 cr; A-F only; prereq At least jr or instr consent; meets DELM req of classroom

Instructor: Magistad, Beth Maddock

Description: This course will cover historical and modern theories of parent-child relationships in families across the life span. Students will explore the complexity of parent-child relationships found across families and cultures in the United States. The course has both personal and professional application. This course will be web enhanced with WebCT.

Class time: 70% lecture, 10% Discussion, 20% films, class activities, group work

Work load: 50 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers

Grade: 13% mid-semester exam(s), 13% final exam, 13% written reports/papers, 13% special projects, 26% quizzes, 7% in-class presentations, 13% class participation

Exam format: Multiple choice

FSoS 4191 Independent Study in Family Social Science

(Sec 001, 011-018); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 4294 Research Internship

(Sec 001-017); 1-4 cr; max crs 4, 1 repeat allowed; prereq [FSOS major, at least jr] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

Course URL: <http://fsos.che.umn.edu/courses/sp2000-ug.html>

FSoS 4296 Field Study: Working With Families

(Sec 001); 1-12 cr; max crs 12, 4 repeats allowed; S-N only; prereq [2101, at least jr] or instr consent; meets DELM req of classroom

Instructor: Goodman, William Joseph !!CHE McFarland Outstand Tchg Aw!!

Description: This course consists of 180 hours of directed paraprofessional work experience related to the student's applied interest. While the unit of focus is on families throughout this course, student involvement in agencies may range from working with the Minnesota State Legislature (Family Policy) to Family Financial Counseling (Family Economics) to Nursing Homes (Family Health Care). A multitude of Minnesota State, National, and International social service agencies are utilized in providing students with an experience that best advances their thinking and working. This course is further designed to integrate the whole of a student's undergraduate work by requiring students to

complete a professional portfolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. This course is for Family Social Science undergraduate majors only.

Class time: 100% Discussion

Work load: 1 portfolio project

Grade: 5% in-class presentations, 5% lab work, 90% community service

Course URL:

<http://fsos.che.umn.edu/goodman/fsos4296/default.html>

FSoS 5193 Directed Study in Family Social Science

(Sec 001-017); 1-6 cr; max crs 6, 1 repeat allowed; prereq FSoS or grad student in related field; meets DELM req of classroom

Instructor: STAFF

Description: The directed study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 5429 Counseling Skills Practicum I

(Sec 001); Credit will not be granted if credit has been received for: FSOS 3429, FSOS 3429, FSOS 3429, FSOS 3429; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Development of competency in basic counseling skills. Topics include: counselor needs/motivations, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis on building from client strengths. Focus on learning through role-playing.

Class time: 25% lecture, 25% Discussion, 50% role-play skill development

Work load: weekly workbook

Grade: 30% final exam, 20% written reports/papers, 25% class participation, 25% problem solving

Exam format: role play

Finnish

205 Folwell Hall: 612/625-2080

Fin 1001 Beginning Finnish

(Sec 001); Credit will not be granted if credit has been received for: FIN 4001, FIN 4001; 5 cr; meets DELM req of classroom

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: Come study the language of sauna, Sibelius, and Nokia! Finnish is unrelated to most languages in Europe and may seem a bit exotic at first. There are no words for "the" or "a," and there's only a single pronoun for both "he" and "she." But you can learn to spell Finnish in just a few minutes, since words in Finnish are written pretty much like they are pronounced. Much of class time will focus on interactive communicative activities, with students working in pairs or in groups. You'll also learn about Finnish culture via video clips of real-life situations in Finland and other authentic cultural materials such as songs and movies. The main textbook for the course is "Supisuomea" (chapters 1-5), which is accompanied by CDs and a video, which will be used in class. You'll also learn both the written and spoken varieties of Finnish, which are quite different from one another. Qualified students may register for this course under the 4001 designator (see below) for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% interactive exercises

Work load: 1 exams, 3 papers, 5 quizzes

Grade: 10% final exam, 21% written reports/papers, 30% quizzes, 6% in-class presentations, 21% class participation, 12% oral interviews

Exam format: essay, short answer, matching

Fin 1003 Intermediate Finnish

(Sec 001); Credit will not be granted if credit has been received for: FIN 4003, FIN 4003; 5 cr; prereq 1002; meets DELM req of classroom

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: This is an intermediate course that requires that you've taken a year of college-level Finnish or have equivalent knowledge of the language. The main textbook for the course is "Elämän suola: Suomen kielen alkeita 2" (chapters 21-30), which chronicles the humorous adventures of a group of friends and focuses on exposing students to spoken Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4003 designator for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% interactive exercises

Work load: 2 exams, 3 papers, 8 quizzes

Grade: 10% final exam, 18% written reports/papers, 28% quizzes, 5% in-class presentations, 29% class participation, 10% oral interviews

Exam format: short answer, essay

Fin 3011 Advanced Finnish

(Sec 001); 3 cr; prereq 1004 or 4004; meets DELM req of classroom

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: This course is designed to refine advanced students' skills in oral and written expression in Finnish. Advanced grammatical constructions characteristic of written Finnish will be explored via newspaper articles and short stories, with time spent analyzing the constructions together in class. Each student will also get the chance to provide an oral news summary of some current event in Finland every other week. The majority of class time will center around class discussion, giving students plenty of speaking practice. There will be three essays, three take-home exams, and a final class presentation on some aspect relating to Finnish culture.

Class time: 10% lecture, 90% Discussion

Work load: 3 exams, 3 papers

Grade: 24% written reports/papers, 30% quizzes, 6% in-class presentations, 28% class participation, 12% oral news summaries

Exam format: short answer, essay

Fin 4001 Beginning Finnish

(Sec 001); Credit will not be granted if credit has been received for: FIN 1001, FIN 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: Come study the language of sauna, Sibelius, and Nokia! Finnish is unrelated to most languages in Europe and may seem a bit exotic at first. There are no words for "the" or "a," and there's only a single pronoun for both "he" and "she." But you can learn to spell Finnish in just a few minutes, since words in Finnish are written pretty much like they are pronounced. Much of class time will focus on interactive communicative activities, with students working in pairs or in groups. You'll also learn about Finnish culture via video clips of real-life situations in Finland and other authentic cultural materials such as songs and movies. The main textbook for the course is "Supisuomea" (chapters 1-5), which is accompanied by CDs and a video, which will be used in class. You'll also learn both the written and spoken varieties of Finnish, which are quite different from one another. Qualified students may register for this course under the 4001 designator (see below) for 2 credits (and reduced tuition).

Fin 4003 Intermediate Finnish

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

received for: **FIN 1003, FIN 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: This is an intermediate course that requires that you've taken a year of college-level Finnish or have equivalent knowledge of the language. The main textbook for the course is "Elaman suola: Suomen kielen alkeita 2"(chapters 21-30), which chronicles the humorous adventures of a group of friends and focuses on exposing students to spoken Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4003 designator for 2 credits (and reduced tuition).

Fisheries and Wildlife

200 Hodson Hall: 612/624-3600

FW 3136 Biology of Fishes

(Sec 001); **Credit will not be granted if credit has been received for: FW 5136, FW 5136, FW 5136; 4 cr; prereq Biol 1001 or Biol 2012; meets DELM req of classroom**

Instructor: Simons, Andrew M. !!CNR-RC Newman Tchg Award!!

Description: This course will cover the biology and diversity of fishes. Because fishes are such a diverse group of organisms we will cover these topics in a general way focussing in large part on the constraints imposed on fishes by the aquatic environment. The laboratory has two major components. first it will serve as a guide to the anatomy and diversity of fishes. Second it will cover the use of external anatomy and dichotomous keys to aid in identification of fishes found in Minnesota waters. Laboratory work requires examination and dissection of preserved fish specimens. Goals and Objectives - At the end of this course students should be able to: Describe the major groups of fishes and their evolutionary relationships; Illustrate the relationships of major groups of fishes using phylogenetic trees; Make contrasts and comparisons between groups of fishes such as: Myxiniformes, Petromyzontiformes, Chondrichthys, Osteichthys, Sarcopterygii, Actinopterygii, and other groups covered in class; Discuss the constraints of the aquatic environment on various aspects of fish biology including: locomotion, buoyancy, sensory systems, osmoregulation, reproduction, and feeding; Correctly describe and identify external and internal anatomical structures of fishes; Discuss issues affecting the conservation of freshwater and marine fishes; Identify to family level, any species of fish found in Minnesota, without the aid of printed references.

Class time: 50% lecture, 50% Laboratory

Work load: 10 pages of reading per week, 5 exams, Exams include two midterms, one final, and two lab exams

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

Exam format: Exams will require short answer and essay responses

Course URL:

<http://www.cnr.umn.edu/fwcb/courses/fw3136/home.html>

FW 4200H Honors Seminar

(Sec 001); **1 cr; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

Instructor: STAFF

Description: Current topics presented by faculty/students. Lecture/discussion.

FW 4291 Independent Study: Fisheries

(Sec 001-011); **1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom**

Instructor: STAFF

Description: Individual field, library, and laboratory research in fisheries. Primarily for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology.

Class time:

Work load: varies with the number of credits which are arranged

Grade: 100% written reports/papers, 0% 100% written reports/papers; may have occasional exceptions

FW 4391 Independent Study: Wildlife

(Sec 001-010); **1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

Instructor: STAFF

Description: Individual field, library, and laboratory research in wildlife. Primarily for majors. Students work on special projects. Individual field, library and lab research in fisheries biology.

Class time:

Work load: varies with number of credits which are arranged

Grade: 100% written reports/papers

FW 4801H Honors Research

(Sec 001); **2 cr; A-F only; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

Instructor: STAFF

Description: Independent research project supervised by faculty member.

FW 4802H Honors Research

(Sec 001); **2 cr; A-F only; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

Instructor: STAFF

Description: Completion of honors thesis. Oral report.

FW 5136 Biology of Fishes

(Sec 001, 003); **Credit will not be granted if credit has been received for: FW 3136, FW 3136, FW 3136; 4 cr; prereq Grad student; meets DELM req of classroom**

Instructor: Simons, Andrew M. !!CNR-RC Newman Tchg Award!!

Description: This course will cover the biology and diversity of fishes. Because fishes are such a diverse group of organisms we will cover these topics in a general way focussing in large part on the constraints imposed on fishes by the aquatic environment.

The laboratory has two major components. first it will serve as a guide to the anatomy and diversity of fishes. Second it will cover the use of external anatomy and dichotomous keys to aid in identification of fishes found in Minnesota waters. Laboratory work requires examination and dissection of preserved fish specimens. Goals and Objectives - At the end of this course students should be able to: Describe the major groups of fishes and their evolutionary relationships; Illustrate the relationships of major groups of fishes using phylogenetic trees; Make contrasts and comparisons between groups of fishes such as:

Myxiniformes, Petromyzontiformes, Chondrichthys, Osteichthys, Sarcopterygii, Actinopterygii, and other groups covered in class; Discuss the constraints of the aquatic environment on various aspects of fish biology including: locomotion, buoyancy, sensory systems, osmoregulation, reproduction, and feeding; Correctly describe and identify external and internal anatomical structures of fishes; Discuss issues affecting the conservation of freshwater and marine fishes; Identify to family level, any species of fish found in Minnesota, without the aid of printed references.

Class time: 50% lecture, 50% Laboratory

Food Science and Nutrition

225 Food Science & Nutrition: 612/624-1290

FScN 1012 Sports Nutrition

(Sec 001); **2 cr; meets DELM req of Internet-delivered**

Instructor: Brady, Linda J

Description: This course is completely online after the first meeting and will address: 1. physiological function and metabolic fate of all six classes of nutrients that are ingested by active individuals in the attempt to improve athletic performance; 2. impact on physiology of ergogenic aids and various dietary supplements ingested by athletes, presenting an overview of the involvement of these components in fulfilling energy/recovery needs for continual and progressive athletic performance. An in class orientation is preferred the first week, but all the class orientation materials and syllabus will be available on the class website for students with class or work conflicts. We cover 1 chapter a week and weekly multiple choice quizzes are done online via the class website and short answer critical thinking questions are submitted via the class website. Students with some biology or physiology background will have some advantage, as nutrition is multi-disciplinary. This course functions best for students who can manage their time effectively and are comfortable with a mix of multiple choice quizzes and "thought" questions that are more open ended; it does not function well as a 2 credit add on to an already busy schedule.

Class time:

Work load: 30 pages of reading per week, Homework required each week

Grade: 50% quizzes, 50% short answer critical thinking questions

Exam format: Quiz format is multiple choice

Course URL: <http://atahualpa.cfans.umn.edu/fallsportsnutrition>

FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects

(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of Internet-delivered

Instructor: Brady, Linda J

Description: The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law--Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? 4) Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. Students are required to meet for orientation the first week of the semester to explain the syllabus and assignment submission and academic integrity. Thereafter weekly homework and critical thinking questions are submitted and graded online via the class website. For students who cannot attend an in-person orientation because of class or work conflicts, all the class materials and syllabus will be available on the class website. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking. There is no textbook; readings are online.

Class time:

Work load: 30-40 pages of reading per week, 50 pages of writing per semester, weekly homework

Grade: 100% homework and critical thinking questions

Exam format: Homework and critical thinking are short answer to several paragraph answers

Course URL: <http://atahualpa.cfans.umn.edu/fallsupplements>

FScN 1021 Introductory Microbiology

(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: O'Sullivan, Daniel J

Description: This course is intended primarily for undergraduates who require a basic knowledge of microbiology and how it impacts their everyday life. It will serve as a broad introduction to the diverse world of bacteria, fungi, and viruses; their role as agents of human diseases (from flesh eating

bacteria to AIDS) and how humans fight back; their roles in food spoilage, food borne diseases and how to control them; their beneficial roles in food preservation, health promotion (probiotics), preventing plant diseases, food/drug production (biotechnology), cleaning up oil spills (bioremediation). The course will also introduce the student to the basics of genetic engineering and its present and future potential roles in food, agriculture and medicine.

Class time: 60% lecture, 40% Laboratory

Work load: 10-20 pages of reading per week, <10 pages of writing per semester, 3 exams, 1 papers, in class quizzes.

Grade: 35% mid-semester exam(s), 25% final exam, 10% special projects, 10% quizzes, 20% lab work

Exam format: multiple choice and short answer

FScN 1102 Food: Safety, Risks, and Technology (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: Diez-Gonzalez, Francisco

Description: Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to insure food safety including the new U.S. Food Safety Initiative, and public perception of those risks. The course will emphasize government regulations with respect to adulteration, food safety and misbranding. It will overview the biological, microbiological, physical and chemical deterioration of foods and will describe some of the technologies to control food spoilage. Thermal processing and irradiation as examples of the technologies used in food processing to reduce risk and ensure a safe food supply. This course will focus on current food safety issues and the magnitude of the overall food safety situation. The student will learn about timely issues such as genetically modified foods, food allergies, prion diseases and approaches to biosecurity. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes public policy making, critical thinking skills and internet use. The course URL is <https://vista.umn.edu/webct>.

Class time: 60% lecture, 20% Closed Circuit TV, 20% Discussion

Work load: 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 2 papers

Grade: 38% written reports/papers, 12% class participation, 50% exams

Exam format: Short answers and essays

FScN 1112 Principles of Nutrition

(Sec 002); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Brady, Linda J

Description: This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues; 8. issues of food and the environment. This course meets the CLE theme of ENVIRONMENT. This class is web enhanced. Most material covered in class lectures is available in the text and power points posted on the class website, but additional information, examples, and practice questions will be given in lecture. One to two questions on quizzes (out of 20 total) will be from material only covered in class. Students will be evaluated by weekly online chapter quizzes, a diet analysis and critical thinking questions about their analysis, and a final exam covering the environmental theme only. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry, as well as more social aspects. Student evaluations are routinely around 5.5-6, but some students indicate that they find the material difficult.

Class time: 90% lecture, 10% small group discussion

Work load: 40 pages of reading per week, 1 exams, Online

quizzes and diet analysis and associated questions

Grade: 20% final exam, 40% Diet analysis and associated questions

Exam format: multiple choice

Course URL: <http://atahualpa.cfans.umn.edu/fallfscn1112>

FScN 1112 Principles of Nutrition

(Sec 001); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Kurzer PhD, Mindy Susan !!COAFES Distinguished Tchg Awd!!

Description: The purpose of this course is to provide the student with an understanding of the facts and complexities of the science of nutrition; nutrient function; human nutritional requirements; food sources of nutrients; critical evaluation of nutrition information; food safety; role of nutrition in chronic disease development and prevention; and nutrition and the environment. Specific topics include nutrient functions and requirements, energy expenditure, obesity and weight control, eating disorders, nutrition through the lifecycle, diet and prevention of heart disease and cancer, world food problems and nutrition and the environment. In this course, you will analyze your own food intake to determine whether it is adequate, and you will understand how to improve it. This is a science-based course, and we emphasize development of the student's ability to think independently and to critically examine nutrition issues. The format of the course is primarily lecture with some discussion. The main textbook is "Perspectives in Nutrition," 5th edition, by Wardlaw, and there are a few supplemental required readings as well. The target audience is Nutrition majors as well as non-majors, mainly undergraduates. The course URL will be available at the start of fall semester.

Class time: 90% lecture, 10% Discussion

Work load: 55 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 papers

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

Exam format: Multiple choice, true-false, matching

FScN 3102 Introduction to Food Science

(Sec 001); 3 cr; prereq Chem 1022; meets DELM req of classroom

Instructor: Vickers, Zata M !!Outstanding Achievement Award!!

Description: Course Description: This course examines why foods change when you heat them, freeze them, mix them together and bake them, etc. Students work in small groups to prepare several different versions of common foods and explain the chemistry responsible for the differences they observe among them. Intended For: Students majoring in Nutrition or Food Science and others interested in the science of food preparation. Student Performance Objectives: Explain the functions of major food ingredients and preparation steps in a variety of food systems. Identify changes in food resulting from different preparation methods and explain these changes based on knowledge of the physical and chemical changes. By the end of the course students will be able to change recipes to accommodate a variety of dietary restrictions. Laboratory notebooks, quizzes, exams and the final exam provide the assessment for these outcomes. Evaluate the quality of food products using sensory descriptions and objective methods of analysis. Laboratory notebooks provide the assessment for this. Produce and explain the chemical or physical basis for differences in food quality resulting from variations in preparation and/or ingredients. Laboratory notebooks, quizzes and exams provide the assessment for this.

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

Work load: 30 pages of reading per week, 3 exams, 2 quizzes

Grade: 40% mid-semester exam(s), 20% final exam, 12% quizzes, 10% class participation, 10% lab work

Exam format: Writing explanations, definitions, descriptions

FScN 3612 Life Cycle Nutrition

(Sec 001); 3 cr; prereq 1112, Chem 1022; meets DELM req of

classroom

Instructor: Slavin, Joanne Louise !!CHE McFarland Outstand Tchg Aw; Outstanding Achievement Award!!

Description: Course covers nutritional changes through the life cycle. Emphasis on pregnancy, lactation, children, teens and the elderly. Text is "Lifecycle Nutrition." Students complete a Nutrition Makeover as an assignment. Exams are objective. Course is designed for undergraduates in nutrition.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 10 pages of writing per semester, 5 exams, 1 papers

Grade: 90% mid-semester exam(s), 10% nutrition makeover

Exam format: Multiple choice

FScN 4111 Food Chemistry

(Sec 001); 3 cr; prereq 3102, BioC 3021; meets DELM req of classroom

Instructor: Labuza PhD, Theodore Peter

Description: Existing description below. You may edit or start fresh. (1,500 char. max) This is a required course for Food Science and for Nutrition undergraduate majors and graduate students in these programs who have to make up prerequisites. It covers the basic chemistry of food systems with a focus on understanding the ingredient and nutrition label information so as to be able to determine the kind of food and its stability. Coverage focuses on water, carbohydrate(s)/substitutes, lipids(s)/substitutes, protein, flavors, enzymatic reactions, lipid oxidation, non-enzymatic browning, shelf life testing. Solving problems mathematically will be required in the homework and tests. Work load will be 4 tests (20% each), 1 optional final (to replace lowest score of test (but not 0), 3 homework sets (10% ; food presentation and paper (10%)

Class time: 70% lecture, 10% Discussion, 20% Presentation on a food product

Work load: 50 pages of reading per week, 10 pages of writing per semester, 1 papers

Grade: 10% in-class presentations, 80% 4 tests for 80%; 10% 3 homework sets

Exam format: short answers, problem solving

Course URL:

<http://www.ardilla.umn.edu/05fscn4111-1f/default.htm>

FScN 4291 Independent Study

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Undergrads, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

FScN 4612 Human Nutrition

(Sec 001); 3 cr; prereq 1112, Chem 1022, Phsl 3051; meets DELM req of classroom

Instructor: Slavin, Joanne Louise !!CHE McFarland Outstand Tchg Aw; Outstanding Achievement Award!!

Description: Course covers normal human nutrition. We discuss nutrient requirements and how these are determined - how we learn about nutrition. Emphasis is on the physiological basis for nutrition. Sports nutrition and energy balance are also covered extensively. Designed for undergraduates in nutrition. Non-majors are welcome.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 4 exams, 1 papers

Grade: 50% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% quizzes

Exam format: multiple choice, true/false

FScN 4621W Nutrition and Metabolism

(Sec 001); 4 cr; prereq 4612, BioC 3021, Phsl 3051; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Chen, Xiaoli

Description: This course is designed to provide students with an understanding of carbohydrate, lipid and protein metabolism. Emphases are on main metabolic pathways of three macronutrients and their interrelationship. Main concepts to be introduced include anabolic, catabolic, and amphibolic metabolism and regulation of carbohydrate, lipid and protein. These concepts will assure an understanding of how macronutrient metabolism is regulated to fulfill energy needs for maintaining the body's metabolic and physiological functions. A variety of activities such as small and large group discussions, quizzes, written reports or papers, etc. will be used to prepare students to evaluate scientific discoveries and developments that affect their lives, and formulate opinions about related issues.

Class time: 90% lecture, 10% Discussion

Work load: 50 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 papers

Grade: 24% mid-semester exam(s), 20% final exam, 20% written reports/papers, 14% quizzes, 16% homework

Exam format: multiple choice and short answer

FScN 4665 Medical Nutrition Therapy I
(Sec 001); 3 cr; A-F only; prereq 4612, Phsl 3051, BioC 3021; meets DELM req of classroom

Instructor: Earthman, Carrie

Description: Nutritional assessment and support; fluid and electrolyte balance; medication/diet interactions. Nutritional intervention in hypermetabolic conditions, disorders of the gastrointestinal system, and in cancer and AIDS. Interventions for pediatric and adult patients/clients.

Class time: 55% lecture, 15% Discussion, 30% Individual and Group Case Work

Work load: 50 pages of reading per week, 4 exams

Course URL: <http://www.earthman.pageout.net>

FScN 5601 Management of Eating Disorders
(Sec 001); 3 cr; prereq [Sr or grad student] in health related program or instr consent ; meets DELM req of classroom

Instructor: Croll, Jillian Kathleen

Description: This course is open to upper-level (junior and senior) undergraduate and graduate students in nutrition, psychology, medical, nursing, public health, and other related disciplines or by permission of instructor. The purpose of this course is to provide the student with an understanding of etiology, occurrence, course, treatment, and prevention of eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of eating disorder treatment team members of varying types across a variety of treatment milieus. The instructor will provide a framework for the course material, and invite regular participation by students. The course format will include lecture, discussion, and case studies incorporating textbook and journal article information.

Class time: 60% lecture, 40% Discussion

Work load: 20-50 pages of reading per week, 3 exams, 1 papers, 1 small group project

Grade: 40% final exam, 20% special projects, 40% 2 in-class exams

Exam format: multiple choice

Forest Resources

115 Green Hall: 612/624-3400

FR 1101 Dendrology: Identifying Forest Trees and Shrubs
(Sec 001); 3 cr; meets DELM req of classroom

Instructor: Vogt, Carl Eugene !!CNR-Professor of the Semester!!

Description: Identification nomenclature, classification, and distribution of common and important forest trees and shrubs. Use of keys and field and lab methods of identification. Offered every fall.

FR 3114 Hydrology and Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: FR 5114, FR 5114, FR 5114; 3 cr; prereq [Bio 1009, Chem 1011] or instr consent; meets DELM req of classroom

Instructor: Brooks, Kenneth N !!CNR-Professor of the Semester; Grad and Prof Teaching Award!!

Description: Basic hydrologic concepts and methods are presented and are applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.

Class time: 90% lecture, 10% Discussion

Work load: 20 pages of reading per week, 3 exams, eight problem solving assignments are given; each requires simple calculations, analysis and a brief paragraph describing/explaining results

Grade: 70% quizzes, 30% problem solving

Exam format: combination of true-false, multiple choice and short essays

FR 4200H Honors Seminar
(Sec 001, 002); 1 cr; A-F only; prereq FR upper division honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Current topics presented by faculty and/or students via lectures and discussions. Offered every fall and spring.

FR 4293 Directed Study
(Sec 001-025); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Student conducts a study or project on a topic of personal interest in consultation with a faculty member. Course is documented by initial proposal and reports of accomplishments. Offered every fall.

Class time: 10% lecture, 90% Special study/ project

Work load: 10 pages of writing per semester, 1 papers, Varies with individual.

Grade: 90% written reports/papers, 10% problem solving

Exam format: No exams

Course URL: <http://www.ncr.umn.edu/FR>

FR 4801H Honors Research
(Sec 001, 002); 2 cr; A-F only; prereq FR upper division honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: First semester of an independent research project supervised by a faculty member.

Class time: 10% lecture, 10% Discussion, 80% Special project/study

Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

Grade: 80% written reports/papers, 10% class participation, 10% problem solving

Exam format: n/a

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

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

Instructor: STAFF

Description: Students complete honors thesis and present an

oral report

Class time: 10% lecture, 10% Discussion, 80% Special project/study

Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

Grade: 80% written reports/papers, 10% class participation, 10% problem solving

Exam format: N/A

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

FR 5114 Hydrology and Watershed Management (Sec 001); Credit will not be granted if credit has been received for: FR 4114, FR 3114, FR 3114, FR 3114, FR 3114; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom

Instructor: Brooks, Kenneth N !!CNR-Professor of the Semester; Grad and Prof Teaching Award!!

Description: Basic hydrologic concepts and methods are presented and are applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.

FR 5264 Advanced Forest Management Planning (Sec 001); 3 cr; prereq 3471 or instr consent; meets DELM req of classroom

Instructor: Hoganson, Howard M !!CNR-Newman Comm Impact Award!!

Description: Applied models for forest planning to integrate forest resource conditions and uses. Scales range from tactical stand-level management to strategic forest-wide and landscape-level planning and regional timber supply analysis. Understanding optimization models and heuristic techniques as tools for trade-off and sensitivity analyses of alternative management policies and goals. Integrating sustainable timber production with desirable future conditions and spatial structure or biodiversity objectives. Practical problems and case studies involving recent large-scale applications. Offered summer and fall.

FR 5412 Digital Remote Sensing (Sec 001); 3 cr; prereq 3262 or grad student or instr consent; meets DELM req of classroom

Instructor: Bauer, Marvin E

Description: Advanced Remote Sensing provides graduate and advanced undergraduate students with a working knowledge of biophysical-quantitative remote sensing. The theoretical basis and practical aspects of digital remote sensing are addressed, including energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis.

Lectures and reading assignments will be supplemented by problems and projects providing experience in working with digital remote sensing imagery, models and image processing.

Class time: 80% lecture, 10% Discussion, 10% Demonstration
Work load: 25 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, image analysis project
Grade: 30% mid-semester exam(s), 20% final exam, 30% special projects, 10% in-class presentations, 10% problem solving

Exam format: Essay

Course URL: <http://digrs.gis.umn.edu/>

260 Folwell Hall: 612/624-4308

Fren 1001 Beginning French

(Sec 001-009); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: This course is intended for students with no previous study of French, or students who have not studied French in recent years. If you have more than two years of high school French completed within the last year, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 introduces students to the four language skills: speaking, writing, listening and reading. Topics include everyday issues (shopping, directions, family, housing, etc.). The text, "Deux Mondes," 5th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from "Premiere Etape" through Ch. 6. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to listening and speaking, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Combination of whole-class and small-group activities

Work load: Exams: 5 written, 3 oral, 1 mid-term, and 1 final.

Grade: 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 25% written exams; 12% oral tests; 8% workbook exercises

Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1002 Beginning French

(Sec 001-004); 5 cr; prereq 1001 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the communicative speaking, listening, reading and writing skills developed in first-semester French and on their knowledge of the Francophone world. Topics introduced in this course include: food, geography, travel, education, health, environment, the media, contemporary societal issues. The text, "Deux Mondes," 5th ed. is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones designed to be used by students outside of class. In the main textbook students will learn material from Ch. 7 through Ch. 13. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to communicative speaking and listening tasks, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Exams: 5 written, 3 oral, 1 mid-term and 1 final.

Grade: 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 25% Written Exams; 12% oral tests; 8% workbook exercises

Exam format: Exams assess the student's proficiency in speaking, listening, reading and writing. Oral exams are administered in pairs and written exams involve multiple choice questions, sentence completion and short essay writing.

Fren 1003 Intermediate French

(Sec 001, 006-011); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students will review language structures

French

acquired in beginning French. Students will expand their speaking, writing, listening, reading skills while furthering their awareness and knowledge of the cultures of the Francophone world. Topics introduced in this course will include commerce, youth issues, transportation, technology, telecommunications and the media. The textbook *Interaction*, 7th ed. includes contemporary informational readings, historical information, and literary texts. The textbook is accompanied by a workbook and web-based audio materials that are designed to be used by students outside of class. In this text students will learn material from Chapters 1-3, 7, 4-5. Several class sessions will allow students to work with audio-visual resources to develop their listening and cultural competence, and with authentic web-based resources to develop their reading skills and expand their cultural knowledge. Students will become more sophisticated readers of literary texts (from the Francophone world including France) as they work with a selection of 19th- and 20th-century literary readings. Intermediate language courses involve regular student interactions, partner activities and group work. Expect an average of 2 hours of outside preparation for each class session hour.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Exams: 4 written, 3 oral and 1 final.

Grade: 15% final exam, 20% written reports/papers, 7.5% quizzes, 7.5% class participation, 30% written exams, 15% oral exams, 5% workbook exercises

Exam format: Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

Fren 1003 Intermediate French

(Sec 004, 005); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom

Instructor: Whitaker, Trina

Description: This course is designed for students with high achievement in former French courses who are strongly considering continuing their French studies beyond the French 1004 level. Enrollment is limited to students who have earned a grade of "B+" or higher in previous French courses, or to those who receive permission from the instructor. While this course will cover much of the same ground as the non-intensive 1003 classes, there will be less focus on review of basic grammar and vocabulary, and greater focus on developing the kind of proficiency in reading, writing, and speaking that will be required in 3000-level course work. In addition we will focus time on exploring cultural topics relevant to the French-speaking world, through cultural and literary readings, video and film. This class will also have a stronger technology component, with use of course websites for occasional on-line class meetings (for more intensive writing practice), as well as technology enabling students to focus on making improvements in their own speaking skills via self-recordings. While these intensive sections are designed for more focused practice of language skills, workloads will not be greater than what is required in the non-intensive course sections. A continuation of the course, French 1004 Intensive, will be offered in Spring 2007.

Fren 1004 Intermediate French

(Sec 001-008); 5 cr; prereq 1003 or Entrance Proficiency Test; meets DELM req of classroom

Instructor: STAFF

Description: This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. Themes addressed in this course include cinema, education, travel and leisure, and Francophonie. The textbook "Interaction" 7th ed. includes contemporary informational readings, historical information, and literary texts. In this text students will learn material from Ch. 10, 6, 8, 9. Audio-materials

to accompany the workbook are available on the course website for use outside the classroom. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources to develop their listening and culture skills, and to work with authentic web-based resources to develop their reading skills and cultural competence. Students will become more sophisticated readers of literary texts. In the course students will read a short novel 'Une vie de Boy' by F.Oyono. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Students will regularly participate in conversational activities, partner and small group work. Expect an average of 2 hours of outside preparation for each class session hour.

Grade: 15% final exam, 20% written reports/papers, 7.5% quizzes, 7.5% class participation, 30% written exams, 15% oral exams, 5% workbook exercises

Exam format: Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

Fren 1022 Accelerated Beginning French

(Sec 001, 008); 5 cr; prereq 2 or more yrs high school French; meets DELM req of classroom

Instructor: STAFF

Description: This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students. While Fren 1001 is a course for students with no previous studies of French the Fren 1022 course begins with a review of Fren 1001 materials (Ch. prelude through Ch. 6 of "Deux Mondes" 5th ed.) followed by materials introduced in Fren 1002 (Ch. 7 through Ch. 13). In other words, the course allows you to learn first-year materials in one semester. It offers a review of basic French grammar, vocabulary and themes before introducing you to second-semester materials. Upon entering this course students should be familiar with basic vocabulary relating to daily life, present and past tenses. Past tenses will be reviewed. The course may appear intensive for about the first three weeks during the accelerated review of Fren 1001 material, but it will proceed to a regular pace after the review period. The text, "Deux Mondes," 5th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones that are designed to be used by students outside of class. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to communicative speaking and listening activities, class attendance is fundamental.

Class time: 100% Combination of whole-class and small-group activities

Work load: Exams: 7 written, 3 oral and 1 final.

Grade: 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 35% written exams; 12% oral tests; 8% workbook exercises

Exam format: Exams assess the student's proficiency in speaking, listening, reading and writing. Oral exams are administered in pairs and written exams involve multiple choice questions, sentence completion and short essay writing.

Fren 3014 French Phonetics

(Sec 001); 2 cr; prereq 1004; meets DELM req of classroom

Instructor: Akehurst JD, PhD, Frank Ronald

Description: This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with

phonetic symbols. Another important theoretical component is learning of rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for students completing a French major under semesters. However, students with excellent pronunciation skills may gain exemption from this requirement by passing a practical pronunciation test (see the department for test information).

Class time: 30% lecture, 20% Discussion, 50% Practical exercises in pronunciation

Work load: 20-25 pages of reading per week, 3 exams, Submitting 6-7 tapes with dialogues (for a grade!)

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 25% class participation, 25% 7 recorded dialogues

Fren 3014 French Phonetics

(Sec 002); 2 cr; prereq 1004; meets DELM req of classroom

Instructor: Kerr, Betsy Jean

Description: This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for students completing a French major under semesters. However, students with excellent pronunciation skills may gain exemption from this requirement by passing a practical pronunciation test (see Prof. Kerr for test information). Prereq: Fren 1004. Spring 2005: team-taught by Sivert and Kerr.

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

Work load: 20 pages of reading per week, 3 exams, 6 recorded dialogues to be turned in

Grade: 20% mid-semester exam(s), 25% final exam, 20% class participation, 35% recorded dialogues

Exam format: varied, includes phonetic transcription

Fren 3015 Advanced French Grammar and Communication (Sec 004); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom

Instructor: Abderrezak, Hakim

Description: Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see http://langtest.umn.edu/imdatesGPT.html

Class time: 100% Language instruction

Work load: 20 pages of reading per week, 10 pages of writing per semester, 5 exams

Exam format: Grammar exercises, essays

Fren 3015 Advanced French Grammar and Communication (Sec 002); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom

Instructor: Brewer, Daniel

Description: Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see http://langtest.umn.edu/imdatesGPT.html

Class time: 100% Language Instruction

Work load: 20 pages of reading per week, 10 pages of writing per semester, 5 exams

Exam format: Grammar exercises, essays

Fren 3015 Advanced French Grammar and Communication (Sec 003); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom

Instructor: Cherbuliez, Juliette

Description: Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see http://langtest.umn.edu/imdatesGPT.html

Class time: 100% Language instruction

Work load: 20 pages of reading per week, 10 pages of writing per semester, 5 exams

Exam format: Grammar exercises, essays

Fren 3015 Advanced French Grammar and Communication (Sec 001, 005-006); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see http://langtest.umn.edu/imdatesGPT.html

Class time: 100% Language instruction

Work load: 10 pages of reading per week, 10 pages of writing per semester, 5 exams

Exam format: Grammar exercises, essays

Fren 3016 Advanced French Composition and Communication (Sec 001, 002); 4 cr; prereq 3015 or equiv or instr consent;

meets DELM req of classroom**Instructor:** STAFF

Description: Advanced study of grammar in context; emphasis on writing for varied communicative purposes, reading for style and content, translation. Sequel to Fren 3015. Five graded compositions (approx. 2 pages each) representing various written genres (e.g. conte, recit, explication de texte, essai). Two step composition process (instructor indicates changes needed for final version) Past tenses (passe compose and passe simple, imparfait, plus-que-parfait); future and conditional; subjunctive; reflexive verbs, passive voice; indirect discourse. Written exams on grammar and reading. Note: Students should have at least a B in 3015 before going on to 3016 in order to succeed in the course.

Class time: 100% Language instruction**Work load:** 10 pages of reading per week, 10 pages of writing per semester, 4 exams**Grade:** 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 20% quizzes**Exam format:** Grammar exercises, essay**Fren 3101W Introduction to French Literature**

(Sec 002); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Robinson, Peter H

Description: This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

Fren 3101W Introduction to French Literature

(Sec 001, 004); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

Class time: 60% lecture, 40% Discussion**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers**Grade:** 15% mid-semester exam(s), 60% written reports/papers, 15% class participation**Exam format:** essay**Fren 3101W Introduction to French Literature**

(Sec 003); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Sivert, Eileen B

Description: This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

Fren 3111 Medieval Stories

(Sec 001); 3 cr; prereq 3101; meets DELM req of classroom

Instructor: Noakes, Susan J

Description: A study of the various kinds of tales, in verse and prose, that enlivened life in medieval France. Some are funny, some are scary: all offer a window into the daily life and shared beliefs of the time of the great cathedrals. Reading, class presentations, short papers and exams.

Class time: 100% Discussion**Work load:** 50 pages of reading per week, 3 pages of writing per semester, 2 exams, 1 papers**Grade:** 15% mid-semester exam(s), 30% final exam, 5% written reports/papers, 5% quizzes, 15% in-class presentations, 30% class participation**Exam format:** essay**Fren 3501 Structure of French: Phonology**

(Sec 002); Credit will not be granted if credit has been received for: FREN 5501, FREN 5501; 3 cr; prereq 3014, 3015, Ling 3001 or instr consent; meets DELM req of classroom

Instructor: Kerr, Betsy Jean

Description: Advanced study of French pronunciation/phonetics. Students must have already taken Fren 3014 or its equivalent, or have the instructor's permission. The course comprises a detailed treatment of all aspects of the sound system of French. Readings in English and/or French; class lecture and discussion, assignments and tests in French. Material is often very detailed and requires memorization of complex rules, such as those governing deletion of schwa or 'mute e', liaison, or the realization of mid-vowels. This course is a linguistics course, i.e. its purpose is to understand how the sound system of French functions to produce meaning; it is not a practical course with a primary purpose of improving one's accent (see Fren 3014 for that). Regular homework assignments verifying mastery of readings, corrected in class. Comparison of English and French phonetics. Correspondence between orthography and pronunciation. Some attention to stylistic, regional, and free variation in French pronunciation. Some time will be spent examining (listening to) oral texts for verification of the standard descriptions of various phenomena. Requires use of IPA (International Phonetic Alphabet) to transcribe sounds. Especially recommended for students intending to teach French.

Class time: 25% lecture, 75% Discussion**Work load:** 25-40 pages of reading per week, 5 exams, 10 to 15 assignments (application exercises)**Grade:** 20% final exam, 10% class participation, 20% problem solving, 50% 3 exams**Exam format:** short answer, problems, in French**Fren 3650 Topics in French/Francophone Cultures**

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3015; meets DELM req of classroom

Instructor: Chaouat, Bruno

Description: Post-revolutionary France officially "emancipated" the Jews in the early years of the 19th century, integrating them to a nation torn by the traumas of civil war, the brutal experience of the Reign of Terror, and Napoleonic wars. Judaism represents

a disconcerting phenomenon for the French conception of universalism. Indeed, while Judaism arguably constitutes the first universalism in Western civilization, Jews nonetheless have persistently remained faithful to their particularism, according to a very specific dialectic between kingdom and exile, Israelite and Hebrew, today nation-state and Diaspora. From the official emancipation (1808) up to the "new" anti-Semitism and radical anti-Zionism in France (2001 to the present), this course will examine the ambiguities of Jewish identity in the ideological context of the French Republic and of the distinctively French conception of universalism. We will pay close attention to the republican integrationist rhetoric of "emancipation," the crisis triggered by the Dreyfus Affair which paradoxically results in the overwhelming defeat of French anti-Semitism, the unforgettable forsaking of French and foreign Jews under the Vichy regime; the feeling of alienation of the French Jewish community during the Six Day War. We will study the recent rebirth of the French suspicion of "double loyalty" in relation with the Arab-Israeli conflict.

Fren 3650 Topics in French/Francophone Cultures (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3015; meets DELM req of classroom

Instructor: Cherbuliez, Juliette

Description: This course is a survey of the cultural construction of physical violence and pain in literature, art, and culture. It will take as a point of departure the historical continuity of physical violence in French art. We will then examine instances in which the representation of violence acquires particular cultural, historical, or moral importance. We will also focus on several historical and aesthetic touchstones in the iconography of violence (including Joan of Arc, Hercules, Antigone). We will consider different attitudes toward the notion of violence (mystical passion, violence as obscenity, the politics of state violence, contemporary questions of witnessing). The course is designed to cover a variety of historical eras (medieval through contemporary periods) and artistic media (including drama, short stories, painting, and film). Guiding our readings and discussion will be the idea of theater as at once historical and metaphorical arena for the public display and witnessing of real physical bodies in action. Over all, the course will offer students historical and critical tools for understanding the representation of physical violence.

Class time: 20% lecture, 80% Discussion

Work load: 10 pages of writing per semester, 1 exams, 10 papers

Fren 4101V Honors: Seminar in French Studies (Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Chaouat, Bruno

Description: In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of "sciences humaines" triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. Intended for advanced French majors, this course has a dual function: to introduce students to 20th-century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

Fren 4101W Seminar in French Studies (Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Chaouat, Bruno

Description: In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of "sciences humaines" triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. Intended for advanced French majors, this course has a dual function: to introduce students to 20th-century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation, bibliography, short assignments/reports

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

Fren 4970 Directed Readings (Sec 001-005); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Fren 5470 Post/Colonial Francophone Literatures (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3111 or above; meets DELM req of classroom

Instructor: Preckshot, J E

Description: The objective of this course is to understand the role that literature and film play as a site of memory, reflection and critique of violence. The course will begin with Yambo Ouologuem's ground-breaking 1968 novel, "Le Devoir de violence," a double critique of colonialism and indigenous African dynasties and precursor in its virulent satire to later works by such authors as Sony Lebou Tansi, Boris Boubacar Diop and Ahmadou Kourouma. It will end with one of the texts commissioned by the Fest'Africa project, "Rwanda: Ecrire par devoir de memoire," that inspired ten African authors to constitute a written memory of the 1994 genocide. These two book-ends frame a turbulent era for emerging African countries struggling to break free from the legacy of colonial rule and to found viable, democratic nations. They situate the question of violence addressed by African authors and filmmakers between the "work" of violence and the duty to acknowledge, remember and record it. In this dual perspective, we will use texts and films to explore the violence of colonial regimes and that deployed by Africans against their colonizers; political violence engendered by independence and perpetuated by African strong men; psychic violence of lost cultural moorings; social upheaval brought on by Africa's entry into the modern technological age; and violence experienced by women and children. Relevant theoretical texts will inform our examination of violence and the literary response to it.

Class time: 50% lecture, 50% Discussion

Work load: 15-18 pages of writing per semester, 1 papers

Grade: 70% written reports/papers, 15% in-class presentations, 15% class participation

French and Italian

260 Folwell Hall: 612/624-4308

Frlt 3802 Cinema and Realism

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

Instructor: Wall-Romana, Christophe M

Description: This course examines French poetic realism, relating it to two other periods of realist film, Italian Neorealism and American film noir. Taught in English. Knowledge of French helpful but not necessary. While becoming familiar with film studies methods and concepts, participants will discover works by French filmmakers Renoir, Carne, Duvivier, Vigo, American and emigre directors Dmitrik, Wilder, Huston, Mann, Preminger, Lupino, and Italian directors Rossellini, De Sica, Visconti, Antonioni, as well as British director Carol Reed. A course packet will contain background on these movements, articles on cinema studies and how to write about film, and critical analyses of specific movies. The final project will consist in a comparative study of two films belonging to two different traditions. This course is taught in English and all writings are in English.

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

Work load: 30 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Viewing 15 films

Grade: 10% mid-semester exam(s), 50% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation

Frlt 5999 Teaching of French and Italian: Theory and Practice (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Mougel, Patricia M. !!CLA-Work Group Outstdg Svc Awd!!

Description: This course is designed primarily for new graduate students who will be teaching language courses in the Department of French and Italian, but is open to advanced undergraduates as well. The course is taught primarily in English. Course goals are both theoretical and practical: 1) To understand language acquisition theory as applied to foreign language instruction and the current context of foreign language instruction at the college level. 2) To gain a better understanding of the Natural Approach, including both its theoretical foundations and its practical implementation. 3) To gain a better understanding of the processes involved in learning and teaching a foreign language and its culture(s) with respect to each of the four skills (reading, writing, listening, speaking). 4) To understand how current theory translates into practice through various practical activities. 5) To acquire a critical, reflective attitude about one's own teaching. Assignments include the following: course readings (80-100 pages/week), reports of several class observations, journals, preparation of teaching and testing activities (pedagogical materials portfolio), summaries of professional articles and a final oral presentation on a topic of interest to the student.

Class time: 40% lecture, 60% Discussion

Gay, Lesbian, Bisexual, and Transgender Studies

49 Johnston Hall: 612/625-2020

GLBT 1001 Introduction to GLBT Studies

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

Instructor: STAFF

Description: GLBT Studies is a rapidly growing, multidisciplinary enterprise whose goal is the study of lesbian, gay, bisexual, transgender, and queer peoples and their histories and cultures, as well as the study of sexuality and its role in the deployment of cultural and social power. This course offers an introduction to this vibrant field from a range of theoretical and disciplinary perspectives. It explores the role of race, class, religion, region,

and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; the role of feminism in GLBTQ Studies; transgender and transsexual theory and politics; queer of color critique; AIDS theory and politics; globalization and sexuality; the meanings of new GLBTQ visibility; and recent conceptualizations of homonormativity.

Class time: 20% lecture, 80% Discussion

Work load: 75 pages of reading per week, 15-20 pages of writing per semester

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

Gender, Women, and Sexuality Studies

GWSS 1001 Gender, Power, and Everyday Life

(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Kaminsky, Amy K

Description: "Gender, Power and Everyday Life" (GWSS) 1001 introduces students to the key issues, questions, and debates in Gender and Women's Studies. We explore the social construction of identity and the many ways in which gender, race, class, sexuality, and nationality come together to constitute the experience of women, men, and transgender people. The class is taught in a combined lecture/discussion format, with an emphasis on class participation, service learning, reading, writing, and (at the end of the term) creative expression. There is no final exam. In our study of how gender works, we will read essays, stories, and poems, as well as scholarly articles. In addition, we will watch films, look at art, listen to music, and explore the media. Students will be encouraged to think about the ways gender intersects with other aspects of identity in ways that affect their own lives. GWSS 1001 also gives students credit for taking advantage of the rich array of activities on our campus. Class members will attend a relevant scholarly or cultural event of their choice, learn how to use the library system, and use the campus itself as a gender laboratory. "Gender, Power, and Everyday Life" fulfills a major requirement for GWSS majors, but it is also recommended for non-majors.

Class time: 60% lecture, 40% Discussion

Work load: 20-50 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers, service learning, 2 hours per week for at least 10 weeks

Grade: 30% written reports/papers, 15% special projects, 20% quizzes, 15% class participation, 20% service learning

Exam format: short answer

GWSS 1902 Freshman Seminar

(Sec 001); 3 cr; A-F only; prereq Fr with no more than 29 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Nagar, Richa

Description: Stories are told and written to articulate resistance across the borders of nations and communities. Writers, community workers, and activists use the process of writing for self- and collective transformation and for grappling with the intricacies of power -- internationally, nationally, locally, and with respect to their own bodies. This freshman seminar looks at autobiographies, collective memory work, and stories of resistance to corporate globalization in the third world. It examines these stories as tools that give meanings and forms to collective organizing and social justice, as well as the ways in which critical reflection, teaching, and learning become key parts of the writing process. Through comparative readings of texts produced within the borders of nations (e.g., US, Germany, Bolivia, Guatemala) as well as across international borders (e.g.,

U.S./Mexico; India/US), we will explore how authors grapple with the complex relationships between power and resistance and among self-, collective-, societal, and global transformation, and how collaborative learning and alliance work find expression in the process of writing and in the stories that emerge. This seminar meets the requirements for the liberal education theme of international perspectives.

Class time: 20% lecture, 50% Discussion, 30% visual and audio materials

Work load: 80 pages of reading per week, 20 pages of writing per semester, 1 papers

Grade: 50% written reports/papers, 20% special projects, 15% class participation, 15% group writing

Exam format: no exam

GWSS 3102V Honors: Feminist Thought and Theory

(Sec 001); Credit will not be granted if credit has been received for: WOST 3102, WOST 3102W, WOST 3102W, WOST 3102W, WOST 3102W, WOST 3102W, WOST 3102W, WOST 3102W; 3-4 cr; max crs 4, 1 repeat allowed; prereq =3102, =3102W; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Zita, Jacquelyn N !!CLA Distinguished Tchg Awd; Morse Alumni Award; Outstanding Service Award!!

Description: What is theory? What is a feminist theory? How do different feminist theories help create alternative ways of understanding reality and our experience in the world? This course will provide students with a firm foundation in contemporary feminist theory on gender, sexuality, race, culture and power. Students will study an array of different theoretical perspectives and explore cutting edge contemporary issues and controversies in feminist theoretical work. The purpose of the course is to develop student skills in reading theory, understanding high-level theoretical terms, following the mind maps in theoretical writing, and learning to apply different kinds of theory to real life situations. This course offers an invaluable and useful gateway for students interested in women's studies, gender studies, LGBT studies, sexuality studies, cultural studies, film theory, and social justice struggles.

Class time: 80% lecture, 20% Discussion

Work load: 50-70 pages of reading per week, 40 pages of writing per semester, 4 papers

Grade: 60% written reports/papers, 20% quizzes, 20% class participation

GWSS 3102W Feminist Thought and Theory.

(Sec 001); Credit will not be granted if credit has been received for: WOST 3102V, WOST 3102V, GWSS 3102V; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: The course explores a range of feminist theoretical perspectives, asking how theory develops both in response to earlier theoretical traditions and in the context of diverse forms of practice, starting from the assumptions that theories emerge from (rather than just being applied to) practice, and that theory-making is itself a form of practice.

GWSS 3203W Skin, Sex, and Genes

(Sec 001); 3 cr; prereq 3202 or instr consent ; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course reviews some of the ways in which modern biology has been a site of conflict about race and about gender. The course begins with a short survey of the race and gender demographics of scientific professions. We will focus primarily on case studies illustrating controversies within biology about the concepts of race and gender; controversies about the

biological basis of socially valued traits like IQ and assertiveness, and socially devalued traits like aggression/criminality, and socially controversial behaviors like homosexuality; and problems raised about racially and sexually biased medical research. The methodological point of the course is to make students familiar with debates as carried out within the sciences, and to help them read both science articles and their critiques critically. The substantive point of the course is to make them familiar with the recent history of controversies in the biological sciences about race and gender, and race and gender-related traits.

GWSS 3290 Topics: Biology, Health, and Environmental Studies Honors: Radical Ecology and Environmental Justice (Sec 001); 3 cr; meets DELM req of classroom; meets HON req of Honors

Instructor: Zita, Jacquelyn N !!CLA Distinguished Tchg Awd; Morse Alumni Award; Outstanding Service Award!!

Description: In this course students will study how traditional ways of thinking about nature have been transformed into a newly emerging sustainability consciousness which aims to intervene on the man-made environmental devastation of life on earth. The course material will cover a variety of theoretical frameworks and social movements - Western Environmentalism, Radical Ecology Ecofeminism, Environmental Justice, Wild Politics, Conservationism, Indigenous Resource Struggles, Organic EcoAgriculture, Deep Ecology, and North/South Environmental Movements. Students will have an opportunity to formulate their own analysis on PFC (Oakdale/Cottage Grove) and Arsenic Triangle (Phillips Neighborhood) issues in the Twin Cities and make connections between local and global environmental struggles.

Class time: 60% lecture, 40% Discussion

Work load: 50-70 pages of reading per week, 30-40 pages of writing per semester, 3 papers

Grade: 45% written reports/papers, 15% quizzes, 10% class participation, 30% participation in creating a day-long conference on campus

GWSS 3302 Women and the Arts

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

Instructor: STAFF

Description: In this course we will explore women in the arts in a variety of social contexts and consider how the arts can be a tool to communicate ideas and expressions across cultures, religions, genders, sexualities, and differences about one's sense of place. Our purpose is to learn about the significance of art produced by women of Color and to reflect on ourselves as artistic beings as we learn to express creatively who we are and what we believe in and explore how art can be a transformative personal and community life force. Focusing on narratives and performances that embody the rich, multiple voices of African American women, we will examine different theories about how creativity is informed by personal and social realities and connect these to the lived experiences of women in different cultural contexts. We will view and discuss work by contemporary women artists in order to expand our own conceptions of art and inform our work as creative artists and scholars. We will create a variety of works, both individually and collaboratively, as we consider the myriad of ways in which the arts can be experienced.

GWSS 3308W Women's Contemporary Fiction

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

Instructor: STAFF

Description: Themes and features of style and content related to changes in women's roles in novels and short stories by English-language women writers of the late 20th century. Significance of race, sexual orientation, class and age in the conditions of women's lives and their portrayal in literature.

GWSS 3407 Women in Early and Victorian America: 1600-1890 (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**Instructor:** Norling, Lisa A**Description:** Introduction to the varied experiences of American women and the dynamics of gender and race in American history, 1600-1880. For any student; no background knowledge assumed. Topics include women's involvement in-and the impact on women of-European colonization and the dispossession of native peoples, slavery, revolution and reform, economic and technological change, westward expansion, and transformations in politics, family life, gender roles, and sexuality. Course organized primarily as lecture with occasional films, large-group student discussion, in-class exercises. Students may also choose to enhance their experience in the course by registering for an additional small-group discussion section, graded separately, for additional credit.**Class time:** 80% lecture, 20% Discussion**Work load:** 80-100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers**Grade:** 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 15% quizzes**Exam format:** short identification, essay**GWSS 3490 Topics: Political Economy and Global Studies:****Gender and the Family in the Islamic World (Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Abdi, Cawo**Description:** This course explores the experiences of Muslim women and Muslim families from a historical and comparative perspective. One main goal of the course is to expand the discussion on Muslim women's lives and experiences beyond the Middle East, by also centralizing the experiences of Muslim women and families outside of this geographical area. This wider lens further exposes the limitations intrinsic in the stereotypical Western representation of Muslims in general and Muslim women in particular. We will explore the complex web of gender and family power relations, and how these are contested and negotiated in these societies. Some of the themes the course explores include the debates on Muslim women and colonial representations, sexual politics, family, education and health, women and paid work, gender and human rights, and Islamic feminisms debates. .**Class time:** 60% lecture, 20% Discussion, 20%**Work load:** 60-80 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation**Exam format:** short answer, essay**GWSS 4401 Chicana/Latina Cultural Studies****(Sec 001); Credit will not be granted if credit has been received for: CHIC 4401; 3 cr; prereq 3002 or 3410 or 3411 or 3 cr Chicano studies or instr consent ; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom****Instructor:** STAFF**Description:** Diversity of cultures called "Hispanic"; women in these cultures. Chicanas/Latinas living in United States or migrating from their home nations to United States.**GWSS 4993 Directed Study****(Sec 001, 002); 1-8 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom****Instructor:** STAFF**Description:****GWSS 5103 Feminist Pedagogies****(Sec 001); 3 cr; prereq grad or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Theory and practice of feminist pedagogies by comparing and evaluating various multicultural feminist theories of education/teaching and the application of specific theories,

techniques, and teaching strategies.

Genetics, Cell Biology and Development**6-160 Jackson Hall: 612 6243110****GCD 3022 Genetics****(Sec 001); Credit will not be granted if credit has been received for: BIOL 4003, BIOL 4003; 3 cr; prereq Biol 1002 or 1009; not for biology majors; meets DELM req of classroom****Instructor:** STAFF**Description:** Mechanisms of heredity, their implications for biological populations and applications to practical problems.**GCD 4793W Directed Studies: Writing Intensive****(Sec 001-094); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** STAFF**Description:** Writing Intensive Guidelines (Directed Studies 4793W): Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the review article based on the mentor's comments.**GCD 4794W Directed Research: Writing Intensive****(Sec 001-094); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** STAFF**Description:** Writing Intensive Guidelines (Directed Research 4794W): Students will be required to write a 10 to 15 page paper in the format of a scientific article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be included. A recent published article in the student's research area will serve as a model. Throughout preparation of the initial drafts of the paper, the mentor will advise the student in data presentation (graphs, figures, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.**GCD 4993 Directed Studies****(Sec 001-094); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom**

Instructor: STAFF

Description: Permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Directed study course involves student workload of a minimum of 45 hours work per credit (workload totaled over entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature, conducting laboratory exercises, analyzing data and/or writing one or more summary reports.

GCD 4994 Directed Research

(Sec 001-095); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Provide opportunity for undergraduates to experience laboratory research. Research experience as an undergraduate is a very important preparation for those who intend to apply for graduate study. Research experience provides a new perspective on the body of knowledge about which students learn in standard lecture classes. Having research experience provides the student with a sense of reality about the subject matter. Directed Research is an individualized research experience under the direction of a faculty mentor. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with the mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature.

GCD 5036 Molecular Cell Biology

(Sec 001); 3 cr; prereq Biol 4004 or instr consent; [sr or grad student] recommended; meets DELM req of classroom

Instructor: STAFF

Description: The Molecular Cell Biology course is designed for advanced undergraduates and beginning graduate students in biological sciences. This course will cover major subjects of modern Cell Biology with emphasis on the experimental approach and provide opportunity for students to become acquainted with reading and evaluating original scientific papers. Instruction will combine an overview of each topic with analysis of scientific papers to illustrate development of new concepts and use of experimental results to formulate and test hypotheses. Modern, integrative approaches that combine cell and molecular biology, biochemistry, and genetics to investigate cell organization and function will be emphasized. Topics will include membranes, signaling, extracellular matrix, secretion, endocytosis, the cytoskeleton, and the nucleus. These subjects are central to eukaryotic cells, and will be considered with regard to the cellular mechanism of human disease. Required reading usually will include one research paper accompanied by a short review article per lecture. These papers should be read before the class and will be discussed during the lecture. We also suggest to use Molecular Cell Biology, Darnell, Lodish, Baltimore (Scientific American Books) as an excellent supplementary text for a review or background reading.

Class time: 80% lecture, 20% Discussion

Work load: In order to gain experience in critical evaluation of current literature, two research papers will be selected for written critiques. Undergraduates and graduate students are graded separately in this class.

Grade: 25% mid-semester exam(s), 25% final exam, 10% class participation, 40% Take-home critique (2) of a research paper will each be worth 20% of the grade.

Exam format: in-class written exam (short essays format)

414 Social Science Building: 612/625-6080**GIS 5555 Basic Spatial Analysis**

(Sec 001); 3 cr; prereq [Stat 3001 or equiv, MGIS student] or instr consent; meets DELM req of classroom

Instructor: Skaggs, Richard H

Description: An introduction to the basic analyses of data with spatial (locational) information that are often not covered in introductory statistics courses. A first course statistics is assumed and a prerequisite. Topics covered included exploratory data analysis (e.g., boxplot maps); descriptive statistics of point data (e.g., mean center, median center, standard distance circle, standard deviation ellipse, nearest neighbor, and K function); descriptive statistics for line data (e.g., sinuosity indices); descriptive statistics for polygon data (e.g., shape indices); spatial autocorrelation; inferential statistical analysis of point data and polygons; and descriptive analysis of patches and landscapes. The topics covered in a basic statistics courses are extended to spatial (two dimensional data) as a basis for more advanced course work in spatial modeling and analysis. In addition, students will be introduced to methods of spatial pattern and cluster recognition and spatial regression.

Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 25 pages of writing per semester, 1 papers, 12 laboratory exercises

Grade: 25% written reports/papers, 25% lab work, 50% problem solving

Geography**414 Social Sciences Building: 612/625-6080****Geog 1301W Our Globalizing World**

(Sec 001, 003, 005); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Saldanha, Arun

Description: Human geography studies the differences and connections between places. While these places can be neighborhoods, cities, countries or continents, the connections can emerge and change through economics, politics, the natural environment, telecommunications, or people's attitudes. In this course we will try to understand and explain how local lives (say, in the Twin Cities) interact with the complicated processes of globalization (through migration, for example). We will explore the latest developments in human geography through themes such as tourism, urban music scenes, racial segregation, pollution and terrorism. The emphasis is going to be on understanding geographical concepts, rather than on facts about localities or regions. Examples of concepts geographers use are "place-marketing," "sense of place," "population pyramid," and "sustainable development." The course will use a variety of teaching methods (lectures, discussion, video, field trips, class readings, and a research project) to encourage you to apply geographical concepts to your own life and what you learn about other countries through TV and the newspaper. This is an entry level course designed for first- and second year students with no background in geography.

Class time: 55% lecture, 30% Discussion, 15% videos, music, and fieldwork

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, (2 two-page assignments, 1 longer)

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

Exam format: Essay, short answer, some multiple choice

Course URL: <http://www.geog.umn.edu/courses/1301>

Geographic Information Science**Geog 1372 Geography of Global Cities**

(Sec 001); Credit will not be granted if credit has been received for: GLOS 1672; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

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

Description: Global Cities is an examination of urban forms and processes using key cities around the world as examples. We start by looking at the processes that have led to increasing interconnectedness among cities, both today and in the past. The course considers the spread of urbanization; urban forms and their relationships to political and economic structures; current challenges faced by the some of the largest and most influential cities around the globe; and the changing nature of individual experience in global cities. Using case studies, we will analyze specific aspects of London, St. Petersburg, Singapore, Nairobi, Mexico City, Johannesburg, Rio de Janeiro, Tokyo, New York and Los Angeles, and other cities. Students will complete two exams, a mapping exercise, two written exercises, and a presentation on a city not covered in class. This course fulfills the CLE Social Science Core and International Perspectives Theme requirements.

Class time: 80% lecture, 20% Films, student presentations

Work load: 50-60 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 writing assignments of varying length

Grade: 30% mid-semester exam(s), 40% special projects, 30% in-class presentations

Exam format: Essay, based entirely on study questions handed out to students.

Geog 1403 Biogeography of the Global Garden

(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Shuman, Bryan Nolan

Description: A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change and the changes contribute to the evolving diversity of places. Why is Minnesota full of prairies, pine forests, oak savannas, lakes and wetlands? Why are there so many other types of ecosystems around the world? Why do certain crops grow in some places, but not in others? The course examines questions like these and the geographical dynamics of Earth's biota, including the biodiversity and productivity of plant and animal communities. Students will learn about the influence of ecological, climatic, and soil processes on the distributions of plants and animals, both globally and locally, as in an individual forest stand or prairie patch. In addition, students we will examine the political processes that make decisions that affect the biosphere. In the laboratory sections, students will make observations, and use mapping and computer-based studies to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control on biotic distributions.

Class time: 60% lecture, 40% Laboratory

Work load: 40 pages of reading per week, 6 exams

Grade: 10% special projects, 60% quizzes, 30% lab work

Exam format: Mixture of multiple choice, essay and map questions

Geog 1403H Honors: Biogeography of the Global Garden

(Sec 001); 4 cr; prereq Honors; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom; meets HON req of Honors

Instructor: Shuman, Bryan Nolan

Description: A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change and the changes contribute to the evolving diversity of places. Why is Minnesota full of prairies, pine forests, oak savannas, lakes and wetlands? Why are there

so many other types of ecosystems around the world? Why do certain crops grow in some places, but not in others? The course examines questions like these and the geographical dynamics of Earth's biota, including the biodiversity and productivity of plant and animal communities. Students will learn about the influence of ecological, climatic, and soil processes on the distributions of plants and animals, both globally and locally, as in an individual forest stand or prairie patch. In addition, students we will examine the political processes that make decisions that affect the biosphere. In the laboratory sections, students will make observations, and use mapping and computer-based studies to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control on biotic distributions.

Class time: 60% lecture, 40% Discussion

Work load: 40 pages of reading per week, 6 exams

Grade: 10% special projects, 30% lab work

Exam format: Mixture of multiple choice, essay and map questions

Geog 1425 Introduction to Meteorology

(Sec 001); 4 cr; prereq High school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: Klink, Katherine

Description: By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, the current tools and technologies used to study the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.

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

Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

Grade: 20% final exam, 10% written reports/papers, 35% problem solving, 25% two in-class exams during the semester (12.5% each)

Exam format: multiple choice, short answer

Course URL: <http://www.geog.umn.edu/faculty/klink/geog1425>

Geog 1973 Geography of the Twin Cities

(Sec 001); Credit will not be granted if credit has been received for: GEO 1009, GEO 1009, GEOG 3973, GEOG 3973W, GEOG 3973; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: STAFF

Description: Our course is an introductory survey of the historical and contemporary geography of the Twin Cities area. Questions raised include: Where are things located—industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services? Why are they located as they are rather than in another pattern? What are things like at the neighborhood level? How did patterns evolve to become what they are today? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment efforts attempt to correct the consequences of past actions while guiding us toward the

future? Take-home assignments are self-guided field studies of selected parts of the St. Paul and Minneapolis areas. Assignments contain specific instructions to follow certain routes and discuss specific questions and themes at specified locations after making observations at those places. Your field assignments provide opportunities to draw on class work, readings, observation, and your thinking. Past experience with various versions of these assignments tells us that each one requires six to twelve hours in the field, and three to six hours preparing field reports.

Class time: 90% lecture, 10% Discussion

Geog 3101 Geography of the United States and Canada (Sec 001); Credit will not be granted if credit has been received for: GEOG 3102, GEOG 3102; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Hart, John Fraser

Description: A visual tour of the continent, with ca. 80 slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different physical environments to produce distinctive regions. Satisfies the Social Science Core and Cultural Diversity theme requirements. The instructor has a quirky sense of humor, and the lectures are interesting.

Class time: 100% lecture

Work load: 25 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Multiple choice based on maps

Geog 3161 Europe: A Geographic Perspective (Sec 001); Credit will not be granted if credit has been received for: GLOS 3921; 3 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: What holds Europe together, what drives it apart? Processes of geographic integration and fragmentation characterize contemporary Europe. Performances of apparently opposite phenomena take place simultaneously, e.g., of homogeneity and heterogeneity, of political integration and declining political affiliation, and of emerging local identities as well as nationalism. This course systematically addresses the changing demographic, ethnic/cultural, economic, political and urban landscapes of European regions. The purpose of the course is not only to describe the similarities and differences in the landscapes, but also to provide geographic explanations of the observed phenomena, patterns and processes. With the country project you will learn about one country in greater detail and can apply the content of the readings, debates and lectures. You are encouraged to complement the in-class discussions on the geography of Europe with your in-depth study of the country of your choice. This class fulfills the "International Perspectives" and "Social Science Core" Liberal Education requirements. The instructor, Albertine van Diepen, is a visiting professor from the University of Amsterdam.

Class time: 55% lecture, 30% Discussion, 15% multimedia

Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 quiz

Grade: 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% quizzes

Course URL: <http://www.geog.umn.edu/courses/3161>

Geog 3181 Russia and Environs (Sec 001); Credit will not be granted if credit has been received for: GEOG 5181, GEOG 5181; 3 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: Physical and human geography of Russia and former Soviet republics. Legacy of central planning on regional

economies, city systems and city structure. Economic and cultural links among regions and republics. Conflicts rooted in religion, ethnicity and tradition. Relations with nearby states and regions. Physical and environmental problems.

Geog 3331 Geography of the World Economy (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Sheppard, Eric Stewart

Description: This course studies the historical and spatial dynamics of the global economy from the vantage point of economic geography. It traces ongoing transformations in the global economic map by exploring how differences in place, space, scale and networks affect the institutional forms, regional patterns, and local and world dynamics of economic activity. Why do economic activities cluster in agglomerations (e.g., high-tech in Silicon Valley, finance on Wall Street, low wage assembly in export processing zones)? What forces lead to the offshoring of jobs, as in Nike's decision to manufacture shoes in Indonesia or GM's decision to assemble cars in Mexico? Why does capital flow to some places and not to others? How does this affect workers and their livelihoods, both within the US and abroad? What are the changing patterns of finance, foreign investment and trade? What are the dynamics of international migration? Why do some policymakers think that international flows of capital should be taxed? Does free trade equalize opportunities around the world? How do the environment and the economy affect one another? Do new information technologies mean that the world has become flat? These questions of the local, regional and global location of economic activity, the new forms of production, commerce and inequality that accompany economic diversification or concentration in space, and the spatial interconnectedness of resource flows are all aspects of the dynamic and exciting field.

Class time: 70% lecture, 15% Discussion, 15% audio-visual materials

Work load: 50-60 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Essay questions

Geog 3361W Land Use, Landscapes, and the Law (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Squires, Roderick H

Description: Individuals, corporations, and governments use the nation's land surface, water, and air to produce goods (food products, houses, landmines, automobiles, software, and paperclips) and to provide services (education, freedom, health, and welfare). In doing so they construct the artifacts that we see and create the places that we recognize. Landscapes, assemblages of artifacts, and places represent the outcome of rational decisions made by individuals, corporations, and governments. These decisions are made, in part, against a backdrop of the incessant, and often acrimonious, national debate concerning the role and responsibility of the federal government. To understand the decisions, and thus truly appreciate landscapes and places, we must understand how the federal government operates, how individuals in the legislative, administrative, and judicial branches of the government reach consensus and compromise about social goals and appropriate individual, corporate, and governmental behavior, and so create incentives, and dis-incentives, for certain types of behavior. We will pay particular attention to some of the documents that are produced during the national debate, the outcome of which is usually termed 'federal policy'. The course examines landscapes and places as political statements that reflect a past and a present and provide a basis for a future. Target audience, undergraduates in any major.

Class time: 60% lecture, 40% Laboratory

Work load: 6 papers

Grade: 100% written reports/papers

Course URL:

<http://www.geog.umn.edu/faculty/squires/courses/366100.html>

Geog 3371W Cities, Citizens, and Communities

(Sec 001); 4 cr; max crs 8, 3 repeats allowed; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Till, Karen E

Description: What is a city? What are the range of communities that create cities and urban life? What does it mean to be a citizen of a city or to simply be a visitor? This course will explore the intersecting themes of cities, communities and citizens through a range of examples from cities around the world at different moments in time. In the first section, we will look at different 'types' of cities and ask some basic questions, such as, what is an industrial city? What is a garden city? What is a colonial city? What is a shock city? What is a global city? How did a certain type of city come to take its form (in the landscape and land use, in economic and political networks)? Why is it where it is? How is it unique and how is it similar to other types of cities? We will also explore different urban theories, models and topics through such cities as London, Cape Town, Sao Paulo, Chicago, Berlin, Brasilia, Paris among others. Lectures will be accompanied by readings, film clips and slides. Rather than a single textbook, we will read short paperback books and reserve readings (articles, book chapters). The course will have two midterms (20% each), a final (30%), one group project (Community Service Learning project of your choice, or one assigned by the instructor) with an individual seminar paper tied to it (20%), and a series of short written projects related to urban excursions downtown and readings (10%).

Class time: 80% lecture, 10% Discussion, 10% Field excursions

Work load: 60 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, short field excursion essays

Grade: 20% mid-semester exam(s), 30% final exam, 10% written reports/papers, 20% special projects, 20% Second midterm exam

Exam format: Essay

Geog 3376 Political Ecology of North America

(Sec 001); 3 cr; prereq soph or jr or sr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Braun, Bruce Philip

Description: This course examines the social, cultural, economic and political dimensions of environmental change and ecopolitics in North America. We will explore a number of key issues: (i) What we mean by 'nature' and the 'environment', how these meanings are contested and transformed in different cultural and political contexts, and how such meanings are materialized in the physical landscape; (ii) The relationship between ecological and social processes, and the theoretical approaches and analytical tools that help us understand these processes and relationships; and (iii) How and why the 'environment' becomes politicized at particular moments and by particular social groups. One of the main objectives of the course will be to develop critical perspectives on environmental politics in North America, and to begin to recognize how ecological problems are always social problems and vice versa. The course will focus on a number of case studies from various sites in Canada, the United States and Mexico. Students will be required to write a research paper that examines an aspect of a current environmental issue or conflict.

Class time: 70% lecture, 30% Discussion

Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

Geog 3381W Population in an Interacting World

(Sec 001); 4 cr; meets CLE req of International Perspect

Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Leitner, Helga

Description: The aim of this course is to provide students with a basic understanding of and appreciation for human population phenomena and problems in an increasingly interdependent world. This will involve an investigation of patterns and trends in fertility, mortality and migration of human populations in different parts of the world and an examination of how these are both shaped by, and engender economic, political, cultural and environmental change. Throughout the course, particular attention is paid to: 1) contemporary population problems at the global, national and local scale, including the world population explosion, high levels of fertility in parts of the less developed world, record-low fertility and population ageing in industrialized countries, the HIV-AIDS pandemic and major world health problems, increasing levels of international migration, refugee crises, massive rural to urban migrations in the less developed world; 2) policies adopted to address these problems such as family planning policies to reduce fertility levels and migration policies; and 3) the gender dimension of contemporary population problems and policies, including women's reproductive health and rights. In addition, this course will introduce students to various population theories, basic sources and measures for the study of population dynamics, and allow them to gain basic skills and experience in data analysis, interpretation, writing research reports and oral presentations.

Course URL: <http://www.geog.umn.edu/courses/3381/>

Geog 3411W Geography of Health and Health Care

(Sec 001); Credit will not be granted if credit has been received for: GEOG 5411, GEOG 5411W, GEOG 5411W, GEOG 5411; 4 cr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Weil, Connie

Description: This course surveys medical geography, a subdiscipline which encompasses a broad range of geographical work on health and health care. What distinguishes medical geography from the discipline of geography as a whole is its thematic focus on health and health care. It shares with the discipline a remarkable breadth of theoretical approaches, methodologies and sub-themes. In other words, medical geography does not differ from the rest of geography in theory or method. It is distinctive only in subject matter. This course uses medical geographic examples to explore three groups of theoretical approaches in geography: ecological approaches, which systematically analyze relationships between peoples and their environments; spatial approaches, which employ maps and spatial statistics to identify patterns of single and associated variables; and social approaches, including political economy and recent humanist approaches, which address issues related to both space and place. Students in the course are encouraged continually to consider the relationships among research questions, philosophical assumptions, and appropriate methods as well as to question the complementarity and inherent tensions among different theoretical approaches.

Class time: 60% lecture, 20% Discussion, 20% multi-media

Geog 3431 Plant and Animal Geography

(Sec 001); Credit will not be granted if credit has been received for: GEOG 5431, GEOG 5431; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Ziegler, Susy S

Description: Learn about biogeography as practiced by geographers! In this course we will observe and understand patterns of plant and animal distributions at different scales over both time and space. Readings and discussions focus on evolutionary, ecological, and applied biogeography, with an emphasis on Minnesota. We will cover paleobiogeography; vegetation-environment relationships; vegetation dynamics and disturbance ecology; human impact on plants and animals; and nature conservation. Class format will include lively discussions, group and individual projects, and local field trips. Students who have taken Geog 1403 (Biogeography of the Global Garden)

may enroll in Geog 3431, but Geog 1403 is not a prerequisite for Geog 3431. Graduate students who enroll at the 5xxx-level will have separate requirements.

Class time: 60% lecture, 40% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, additional special projects

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

Exam format: Short answer and essay

Geog 3531 Numerical Spatial Analysis

(Sec 001); Credit will not be granted if credit has been received for: GEOG 5531, GEOG 5531, GEOG 5531, GEOG 5531, GEOG 5531, GEOG 5531; 4 cr; meets DELM req of classroom

Instructor: Skaggs, Richard H

Description: Geographers study and analyze the quantitative and qualitative attributes of phenomena distributed in space. Some examples of the phenomena include air temperature, land value, soil type, store location, population density, land use, tornado occurrence, and crop yield. The fundamental objective of this course is learning appropriate uses of basic quantitative methods for the description and analysis of these and other spatial data. The emphasis on spatial data differentiates this course from typical basic statistics courses. Topics covered included exploratory data analysis (e.g., boxplot maps and quantile maps); descriptive statistics of point data (e.g., mean center, median center, standard distance circle, standard deviation ellipse, nearest neighbor, and K function); descriptive statistics for line data (e.g., sinuosity indices); descriptive statistics for polygon data (e.g., shape indices); and spatial autocorrelation. We discuss probability, probability distributions, and sampling, e.g., random spatial distributions, binomial distribution, and normal distribution. Testing of hypotheses about one and then two samples follows with emphasis on inferential statistical analysis of point and polygon data. Methods of assessing the association between two spatial samples are examined next, e.g., analysis of variance, correlation, and regression. Finally, some advanced numerical methods are briefly introduced.

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

Work load: 30 pages of reading per week, 10 laboratory exercises

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

Exam format: problem solving

Geog 3973 Geography of the Twin Cities

(Sec 001); Credit will not be granted if credit has been received for: GEO 1009, GEO 1009, GEOG 1973, GEOG 1973W, GEOG 1973; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: STAFF

Description: Our course is an introductory survey of the historical and contemporary geography of the Twin Cities area. Questions raised include: Where are things located--industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services? Why are they located as they are rather than in another pattern? What are things like at the neighborhood level? How did patterns evolve to become what they are today? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment efforts attempt to correct the consequences of past actions while guiding us toward the future? Take-home assignments are self-guided field studies of selected parts of the St. Paul and Minneapolis areas. Assignments contain specific instructions to follow certain routes and discuss specific questions and themes at specified locations after making observations at those places. Your field assignments provide opportunities to draw on class work, readings, observation, and your thinking. Past experience with various versions of these assignments tells us that each one

requires six to twelve hours in the field, and three to six hours preparing field reports.

Class time: 90% lecture, 10% Discussion

Geog 3985V Honors Senior Project Seminar

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

Instructor: STAFF

Description: The goal of this course is for each student to take a geographical research idea and develop it into a polished senior project. Students will complete a series of assignments that build on one another and culminate in the final project. In class, students will critique samples of writing, present preliminary ideas and final projects, provide feedback to others, and undertake peer review. Students also will develop their ideas and make their writing more effective by meeting one-on-one with the instructor and with consultants at the Center for Writing.

Class time: 20% lecture, 60% Discussion, 20% one-on-one consultation with instructor

Work load: 15 pages of reading per week, 50 pages of writing per semester, 1 papers

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

Geog 3985W Senior Project Seminar

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

Instructor: STAFF

Description: The goal of this course is for each student to take a geographical research idea and develop it into a polished senior project. Students will complete a series of assignments that build on one another and culminate in the final project. In class, students will critique samples of writing, present preliminary ideas and final projects, provide feedback to others, and undertake peer review. Students also will develop their ideas and make their writing more effective by meeting one-on-one with the instructor and with consultants at the Center for Writing.

Class time: 20% lecture, 60% Discussion, 20% one-on-one consultation with instructor

Work load: 15 pages of reading per week, 50 pages of writing per semester, 1 papers, additional assignments that build toward final paper

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

Geog 4001 Modes of Geographic Inquiry

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

Instructor: Henderson, George Lawlor

Description: This is an exciting "ways of knowing" course, applicable to Geography but also to the social sciences, sciences, and humanities more generally. In the course we explore why the geographical interrelatedness of phenomena (e.g. places, people, social, economic, and natural processes) means we need to understand those phenomena from an integrated perspective. We will see, however, that this is not enough: We need to understand that there are profoundly different ways of achieving integrated understandings and that every "integrated" understanding has its blindspots. To do this work we will focus on the topic of "Oil" as an especially important intersection of geography, geology, human history, politics, and more.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week, 2 exams, 3 short papers (2-3 pg); 1 longer (5-7 pg) paper

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

Exam format: Combined short answer and essay format

Geog 4121W Latin America

(Sec 001); Credit will not be granted if credit has been received for: LAS 4121W; 4 cr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets

DELM req of classroom**Instructor:** Weil, Connie

Description: This course surveys people's relationships with their environments in Latin America (Mexico, Central America, the Caribbean, and South America). Case studies examine how people create and experience places, and how these processes reflect and affect their connections to other places both within and beyond Latin America. Topics include agricultural change, urbanization, health and other aspects of well-being, and tourism.

Class time: 60% lecture, 20% Discussion, 20% Multi-media**Geog 5531 Numerical Spatial Analysis**

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3531, GEOG 3531, GEOG 3531; 4 cr; meets DELM req of classroom

Instructor: Skaggs, Richard H

Description: Geographers study and analyze the quantitative and qualitative attributes of phenomena distributed in space. Some examples of the phenomena include air temperature, land value, soil type, store location, population density, land use, tornado occurrence, and crop yield. The fundamental objective of this course is learning appropriate uses of basic quantitative methods for the description and analysis of these and other spatial data. The emphasis on spatial data differentiates this course from typical basic statistics courses. Topics covered included exploratory data analysis (e.g., boxplot maps and quantile maps); descriptive statistics of point data (e.g., mean center, median center, standard distance circle, standard deviation ellipse, nearest neighbor, and K function); descriptive statistics for line data (e.g., sinuosity indices); descriptive statistics for polygon data (e.g., shape indices); and spatial autocorrelation. We discuss probability, probability distributions, and sampling, e.g., random spatial distributions, binomial distribution, and normal distribution. Testing of hypotheses about one and then two samples follows with emphasis on inferential statistical analysis of point and polygon data. Methods of assessing the association between two spatial samples are examined next, e.g., analysis of variance, correlation, and regression. Finally, some advanced numerical methods are briefly introduced.

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

Work load: 50 pages of reading per week, 3 exams, 9 or 10 problem sets; Graduate students will be required to provide written synopses and critical evaluation of five current and recent published research papers that apply the material covered in the course.

Grade: 40% mid-semester exam(s), 40% final exam, 20% lab work, 0% Graduate students will be required to write a brief (5 to 10 page) research paper applying the course material to their research area.

Exam format: Problem solving

environment is constantly changing - but on such a long time scale that few people recognize the very dynamic nature of our world. This course will explore how these global and regional-scale processes not only shape our world but also affect human society. One of the course's primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Through lectures and labs, students can investigate how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet's landscape, and discover the many linkages between these processes and human society. GEO 1001 satisfies the Diversified Core Curriculum's requirements for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

Class time: 55% lecture, 40% Laboratory, 5% Videos

Work load: 30 pages of reading per week, multiple quizzes for lecture section, 2 quizzes in lab

Grade: 65% quizzes, 35% lab work

Exam format: Lecture quizzes are primarily multiple choice, with some short answer questions possible.

Course URL: <http://www.geo.umn.edu/courses/1001/>**Geo 1002 Earth History**

(Sec 001, 104); Credit will not be granted if credit has been received for: GEO 5002, GEO 5002, GEO 5002, GEO 1102; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: Fox, David L

Description: This course is an introduction to the history of the Earth and its life over the last 4.6 billion years. On the scale of a human life span, the Earth may seem to some a static place, but it has actually been remarkably dynamic over its entire history. The continents have collided together into supercontinents and separated again, majestic mountain ranges have risen up and worn down, ice sheets have covered the Earth's surface and melted away, entire ecosystems of bizarre and fantastic plants and animals have evolved and disappeared. The story of the ever changing Earth and its inhabitants is written in the rocks that make up the Earth, the fossils of past life forms found in those rocks, and the diversity of life on Earth today. To read this story, we will first learn some of the basic language and principles used by geologists, paleontologists, and biologists to describe and understand the history of our planet. Key concepts include Earth materials, depositional environments, the geological timescale, plate tectonics, and evolutionary theory. In the rest of the course, we will use these basic principles to examine the evolution of life in the context of the tectonic and climatic history of the Earth. Topics in the history of life will include the earliest evidence for life, the Cambrian explosion, the origin of ecosystems on land, life in the time of the dinosaurs, and the evolution of mammals, including humans. The course is designed for undergraduate non-majors.

Work load: The laboratory will provide additional information and exercises to reinforce understanding of the basic principles, processes, and historical patterns discussed in lecture.

Geo 1101 Introduction to Geology

(Sec 001-004); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 2111H; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: STAFF

Description: GEO 1101 is a lecture-only version of GEO 1001, which explores the nature of our planet. The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth's surface shift and grind against one another. This slow motion not only produces our world's many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth's continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing - but on such a long time scale that few people recognize the very dynamic nature of our

Geology and Geophysics

106 Pillsbury Hall: 612/624-1333

Geo 1001 Earth and Its Environments

(Sec 001, 101-112); Credit will not be granted if credit has been received for: GEO 1005, GEO 1005, GEO 1005, GEO 1105; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: STAFF

Description: The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth's surface shift and grind against one another. This slow motion not only produces our world's many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth's continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our

world. This course will investigate how these global and regional-scale processes not only shape our world but also affect human society. One of the course's primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Students will explore how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet's landscape, and discover the many linkages between these processes and human society. GEO 1101 satisfies the environmental theme of the Diversified Core Curriculum's requirements. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

Class time: 95% lecture, 5% Video

Work load: 30 pages of reading per week, up to seven lecture quizzes

Grade: 100% quizzes

Exam format: Primarily multiple choice, with some short answer possible

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

Geo 1901 Freshman Seminar: Environment

(Sec 001); 1-3 cr; max crs 6; A-F only; prereq freshman; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Thorleifson, Harvey

Description: Geology of Minnesota - Understanding interactions between the Minnesota environment, natural resources, ecosystems, and human activity requires a grasp of the structure and history of our landscape, from the Mississippi River basin to the Red River Valley and the Lake Superior basin. Underlying and shaping this landscape are ancient rocks in the north and in the deep subsurface, younger limestone and sandstone in the south, and the deposits of the Ice Age that our soils have formed in. These deposits host our principal drinking water sources, so we must understand them in order to protect and wisely use our water. A full-day field trip on Saturday, September 16 will examine the water resources of our rivers and lakes, and a second full-day trip on Saturday, September 30 will examine how geology controls our well water supply. A total payment of \$33.00 for the field trip costs is required. Checks are payable to the University of Minnesota and submitted at class.

Geo 1901 Freshman Seminar: Environment

(Sec 002); 1-3 cr; max crs 6; A-F only; prereq freshman; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Whitney, Donna L

Description: Did a change in climate doom the ancient Mayans? Did a tsunami destroy the Minoan civilization? Could events like this destroy a modern civilization? Can any geologic event, however destructive, change the course of history? The general theme of this seminar is: What is the role of geology in the evolution of civilizations, from pre-history to the present day? In this discussion-based seminar class, we debate the influences of geological processes on humans, including how climate change, earthquakes, volcanism, and the distribution of mineral, energy, and water resources affect where and how we live today, in the past, and in the future. In addition to considering how the physical environment influences humans, we discuss whether humans can and should control the physical environment; for example, floods, landslides, volcanic eruptions.

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

Work load: weekly 1-2 page summaries

Grade: 60% written reports/papers, 20% class participation, 20% debates (in groups)

Exam format: no exams

Course URL: <http://www.geo.umn.edu/courses/1901>

Geo 2301 Mineralogy

(Sec 001); 3 cr; prereq concurrent enrollment in Chem 1021 and Math 1271 or instr consent; meets DELM req of classroom

Instructor: Whitney, Donna L

Description: The main themes of this course are the chemistry,

structure, and physical properties of minerals, and how to use information about minerals to interpret Earth processes. Topics include crystallography, crystal chemistry, crystal optics, and systematic consideration of minerals and mineral groups. The course focuses on the most important rock-forming minerals that make up the Earth's crust and mantle. This course is intended for undergraduates (geology, geophysics, and geological engineering majors, and others interested in Earth materials).

Class time: 50% lecture, 50% Laboratory

Work load: 3 exams

Grade: 20% final exam, 30% quizzes, 30% lab work, 20% problem solving

Exam format: short answer

Course URL: <http://www.geo.umn.edu/courses/2301/>

Geo 3005 Earth Resources

(Sec 001, 101-103); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspective Theme; meets DELM req of classroom

Instructor: Alexander, Scott C

Description: Geo 3005 examines the global constraints of earth resources and the international and ethical implications their development in our rapidly changing world. Factors including natural distribution, utilization and exploitation of our planet's resources will be explored with a focus on energy resources. The concepts of renewable and non-renewable resources will be introduced with quantitative estimates of the size and life cycles of known resources. We will focus on the international nature of resource production and trade along with the political and economic implications of this international interdependence. Political and ethical questions arising from the growing internationalization of resource production and usage will be examined. Text: Fueling our Future: An Introduction to Sustainable Energy, 2007, R.L. Evans, Cambridge, 208p., ISBN 978-0521684484, \$25. Additional readings from current magazines, newspapers, etc. will be handed out in class and/or posted on the website. Geo 3005 is designed for students without an extensive background in science or math. The course will involve numbers and simple arithmetic homework problem solving. Two 4 page written ethics papers, at the start and end of the semester, will examine ethical implications of resource development and monitor student views and knowledge. These papers will be critiqued but not graded. The papers, combined with a local field trip, count towards participation.

Class time: 67% lecture, 33% Discussion

Work load: 20-30 pages of reading per week, 8 pages of writing per semester, 2 exams, 2 papers

Grade: 25% mid-semester exam(s), 35% final exam, 15% class participation, 25% problem solving

Geo 3093 Problems in Geology and Geophysics: Junior

(Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

Class time:

Work load: varies with instructions

Grade: 0% varies with instructions

Exam format: varies with instructions

Geo 4010 Undergraduate Seminar: Current Topics in Geology and Geophysics

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Seminar courses are offered to undergraduate

students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.

Class time:**Work load:** varies with instructions**Grade:** 0% varies with instructions**Exam format:** varies with instructions**Geo 4093 Problems in Geology and Geophysics: Senior (Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF

Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

Geo 4094 Senior Thesis**(Sec 001); 2 cr; max crs 4; prereq Sr, Geo or GeoPhys major, instr consent; meets DELM req of classroom****Instructor:** STAFF

Description: This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.

Class time:**Work load:** varies with instructions**Grade:** 0% varies with instructions**Exam format:** varies with instructions**Geo 4631W Earth Systems: Geosphere/Biosphere Interactions (Sec 001); 3 cr; prereq 3401; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Ito, Emi

Description: The goal of this course will be to identify and understand the connections between the different portions of the earth that most directly affect humans, namely the surface environment. In particular, the course will examine how the biosphere and its connections with the geosphere affect the Earth's climate. The first half of the course will look at several key cycles of importance to sustaining life, and will also define the climate system. Greenhouse gases and their possible effect on the climate system will be examined. The second half of the course will look at several case scenarios of past climate change events and how these may have affected biodiversity. Forcing functions that have acted upon geosphere and biosphere operate at different time-scales, from billions of years to seasons. The course will look at the long-term and short-term climate variations and what were the likely causes and ultimate effects of these variations.

Class time: 60% lecture, 20% Discussion, 20% Laboratory**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, Lab project, poster presentation**Grade:** 25% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% in-class presentations, 15% lab work**Exam format:** short essays and problem solving**Course URL:** <http://talc.geo.umn.edu/courses/4631W>**Geo 4703 Glacial Geology****(Sec 001, 101-102); 4 cr; prereq 1001 or 1004 or instr consent; meets DELM req of classroom****Instructor:** Perg, Lesley A

Description: This course in Glacial Geology encompasses a broad range of topics that must be understood to make sense of the geologic record of glaciations including: atmospheric and

oceanic circulation and their control on global climate; astronomical variables that affect the amount of radiation reaching the earth; the changing shape and position of the continents and ocean basins and their effect on the distribution of heat on earth. All of these broad physical systems must be kept in mind when considering why the earth has experienced ice ages. Once a broad understanding of these systems is gained the focus narrows to the physical processes of valley glaciers and ice sheets; how do glaciers move, erode, deposit, and respond to climate change? Lastly, the geologic record of glaciations is studied. What do the deposits left by glaciers look like? How can we use them to reconstruct the environment at some time in the past? What is the record of glaciation in Minnesota? Two overnight field trips are required and are scheduled for Sept. 23 - 24 and Oct 28 - 29 beginning at lab start time and ending Sat. evening. There are also three half-day trips during the scheduled labs. Six additional indoor labs will be used for map and airphoto interpretation. Practical applications considered throughout the course include: glacial sediment as a natural resource; glacial landforms in landscape architecture; knowledge of past glaciations to predict future climate change.

Class time: 60% lecture, 40% Laboratory**Work load:** 20-40 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Field trips and labs are an integral part of the course and cannot be missed.**Grade:** 25% mid-semester exam(s), 25% final exam, 25% special projects, 25% lab work, 0% Grades are based on lab and field trip reports (lab grade includes field trips), quizzes, short writing assignments and term paper.**Exam format:** mixed**Geo 5205 Fluid Mechanics in Earth and Environmental Sciences****(Sec 001); 3 cr; prereq MATH 2263 or instr consent; meets DELM req of classroom****Instructor:** Saar, Martin Oliver

Description: This introductory course to fluid mechanics covers the physics of fluid flow in geological, geophysical, and environmental processes. We will derive and apply the governing flow equations from conservation of mass, energy, and momentum. These equations describe flow in many Earth and Environmental Science processes including fluid flow in oceans, lakes, rivers, and the atmosphere; flow of the Earth's mantle or outer core; wave propagation; porous medium flow in soils and fractures; and diffusive, advective, and dispersive transfer of heat and certain tracers, chemicals, contaminants, and microbes within subsurface fluids. However, exact solutions can often only be found for a few special cases. Thus, justifiable assumptions must often be made to solve real problems. Hence, the course will emphasize 1) critical analysis of assumptions that enter derivations or modifications of equations, 2) dimensional analysis and similitude, and 3) solving of specific problems in the Earth and Environmental Sciences. Other topics may include fluid rheology, convection, turbulent flow, porous flow, and poroelasticity.

Geo 5601 Advanced Sedimentology**(Sec 001); 4 cr; prereq 4602 or instr consent; meets DELM req of classroom****Instructor:** Kleinspehn, Karen L

Description: This course explores sedimentary basins and their processes from the sub-microscopic to basin scale with a focus on the petrology of clastic and carbonate deposits, tectonic and paleoclimatic records, paleocurrent and provenance analysis, thermal histories, diagenetic effects on subsurface fluid flow, and volcanic sedimentation. An additional goal is to interpret and predict deposits including alluvial fans, marine/lacustrine fan deltas, aeolian settings and tidal systems. Remaining lecture topics are open and will be based on the interests of the class registrants and might include glacial settings, fluvial systems, coasts, storms, tsunamis, turbidite fans, carbonate platforms, continental shelves, deep-sea trenches and/or abyssal plains. Lectures are supported by slides of outcrops or modern deposits from multiple parts of the world. No textbook is assigned, but vigorous class discussion is based on in-class

exercises and reading assignments from the current geoscience literature. Students write reviews of recently published journal articles and a 10-12 page paper and present their paper topic in an informal in-class poster session. This course is for graduate students and upper-level undergraduates who have completed Geo 4602, Sedimentology and Stratigraphy, or an equivalent course.

Class time: 60% lecture, 40% Discussion

Work load: 15-20 pages of writing per semester, 1 papers

Grade: 40% written reports/papers, 10% class participation, 40% Review of published papers

Exam format: No exams

German

205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German

(Sec 001-006); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% mostly discussion and student involvement and interaction.

Grade: 10% final exam, 12% written reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% reading/group work assignments and computer and audio lab.

Exam format: written.

Ger 1002 Beginning German

(Sec 001-004); 5 cr; prereq 1001; meets DELM req of classroom

Instructor: STAFF

Description: German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Grenzverkehr* and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

Class time: 100% Mostly discussion and student involvement and interaction.

Grade: 10% final exam, 12% written reports/papers, 8% special projects, 27% quizzes, 22% class participation, 21% reading/group work assignments and computer/audio lab

Exam format: written

Ger 1003 Intermediate German

(Sec 001-007); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom

Instructor: STAFF

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

Class time:

Work load: Expect around 2 hours preparation time for each class session.

Grade: 10% final exam, 15% written reports/papers, 6% special projects, 30% quizzes, 8% in-class presentations, 25% class participation, 6% Role-plays

Exam format: written, oral interviews

Ger 1004 Intermediate German

(Sec 001-005); 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level; meets DELM req of classroom

Instructor: STAFF

Description: 1004 builds on the skills taught in 1003. Students use the course-packet *Sprunge 1004* and listening exercises on *Sprunge-Online*, read short texts and a play, watch a feature film, and do online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: *Sprunge 1004*, *Durrenmatt's Die Physiker*. (Oxford UP edition).

Class time: 100% varies with instructor.

Work load: Expect around 2 hours preparation time per class session.

Grade: 15% final exam, 10% written reports/papers, 15% special projects, 30% quizzes, 22% class participation, 8% Interviews

Ger 1022 Beginning German Review

(Sec 001, 002); 5 cr; prereq Placement above 1001; meets DELM req of classroom

Instructor: STAFF

Description: Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. There is a cultural reader for this course, *Grenzverkehr*. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preparation.

Class time: 100% student discussion and interaction

Work load: 2 hours expected per class session.

Grade: 10% final exam, 12% written reports/papers, 4% special projects, 32% quizzes, 29% class participation, 13% reading/group assignments, 4% computer/audio lab

Exam format: Written

**Ger 3011W Conversation and Composition
(Sec 001-003); 4 cr; prereq 1004; meets CLE req of Writing Intensive; meets DELM req of classroom**

Instructor: STAFF

Description: This course is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook *Ubergänge* will guide students through an introduction to several important communicative modes of language (description, narrative, debate, report, text analysis), while *Sprachbau* will provide a comprehensive grammar review which includes finer, level-appropriate grammar points. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

Class time: 100% varies with instructor

Work load: Expect at least 2 hours preparation time per class session.

Grade: 10% final exam, 30% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 20% oral interview and weekly journals

Exam format: written, oral

**Ger 3104W Reading and Analysis of German Literature
(Sec 001, 002); 4 cr; prereq 3011; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

Instructor: STAFF

Description: This course (fulfills the specific criteria for courses in the Arts and Humanities core curriculum) will introduce students to the basic literary genres, from short narratives, lyric, aphorisms, tragic and comic drama. One of the aims is to provide a basic vocabulary for discussing the formal and rhetorical properties of these texts, and to familiarize students with a general outline of literary history, from the Enlightenment and Romanticism through to Naturalism, Expressionism, and post-war cultural developments. Authors discussed will include Lessing, Goethe, Kleist, Buchner, Hoffmann, Annette von Droste-Hulshoff, Nietzsche, Wilhelm Busch, Rilke, Durrenmatt, Brecht, and Boll. Readings and discussion are in German.

Class time: 50% lecture, 50% discussion

Work load: 15-40 pages of reading per week, 15-20 pages of writing per semester

Ger 3431 19th-Century Literature

(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom

Instructor: Baker, Eric

Description: This course will focus on this critical dimension that informs German literature primarily of the comic genre. It is a popular misconception that the Germans lack humor. The misconception is perhaps the result of the fact that their humor was often bound up, like all truly great humor, with more serious issues of philosophy, theology, and ethics. Humor, along with irony and satire, was entertaining but at the same time also a very serious weapon of critique. The critique was aimed, in a general sense, at a culture that did not give pleasure a sufficiently dignified place. Against this backdrop of critique, we will read the comedies-sometimes rather dark, but always funny-of Kleist and Buchner, as well as the ironic lyric of Heine, and humorous prose works by Tieck, Hoffmann, Nietzsche, Wilhelm Busch, Keller, and Thomas Mann. Readings and discussions are in German.

Class time: 60% lecture, 40% discussion

Work load: 50 pages of reading per week, 15-20 pages of writing per semester

Ger 3511W German Civilization and Culture: Middle Ages to 1700

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

Instructor: Wakefield, Ray M

Description: This course, with lectures in English, offers an overview of the cultural, political, and social development of the German-speaking countries from the earliest days of contact between the Germanic tribes and the Romans until 1700.

Emphasis will be placed on the way in which present-day Germany views its medieval and early modern past, and the role of the Middle Ages, the Reformation, and the Thirty Years War in the creation of a German national identity. Topics to be discussed include myths about the origins of the Germans, the Germanic reshaping of the ancient Roman world, the role of the German Empire in the development of medieval Christianity, the social position of women in medieval and early modern times, medieval and early modern court culture, Reformation and Counter-Reformation debates, Baroque culture in the German Empire. Discussions will involve many types of cultural artifacts, e.g., literary, historical, religious, philosophical texts; paintings, engravings, architecture; medieval and early modern music. Authors to be discussed include Tacitus, Einhard, Hadewijch, Luther, Grimmelshausen, et al. English discussion sections; German majors will be required to complete substantial work in German.

Class time: 50% lecture, 50% discussion

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

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

Exam format: oral exams

Ger 3520 Topics in Austrian and Central European Culture:

Death in Vienna

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom

Instructor: Morris, Leslie C

Description: This course examines the long history of the representation of death in Austrian culture, beginning with fin-de-siècle Vienna (including Crown Prince Rudolph's "Liebestod" in 1898 in Mayerling) and continuing into the present-day discussions of Holocaust memorials in Austria. Looking at a wide variety of texts drawn from literature, art, music, and film, we will explore key concepts in Austrian culture such as the aestheticization of death; "Endzeit" of the Austro-Hungarian empire; language, silence and death; death and eros; genocide and suicide, and memory, elegy, and nostalgia. The goal of the course is to consider some of the most important Austrian literary and film texts which treat the central theme of death. By reading literary texts in German, writing critical papers, and discussing the works in German, your command of written and spoken German language will improve. Class will be conducted entirely in German.

Class time: 15% lecture, 85% discussion

Work load: 50-60 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

Grade: 20% mid-semester exam(s), 50% written reports/papers, 30% class participation

Exam format: Essay

Ger 3593 Directed Studies: German-Speaking Countries

(Sec 001); 4 cr; max crs 12, 3 repeats allowed; prereq 3011, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Preparation for research abroad during semester before departure. Written and oral reports upon return.

Ger 3610 German Literature in Translation: Fairy Tale Films & The Brothers Grimm

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German; meets DELM req of classroom

Instructor: Zipes, Jack

Description: The fairy tales of the Brothers Grimm have had a powerful influence on the socialization of children and adults, and this course will explore how their tales have been adapted by filmmakers throughout the world. Though the major figure in

cinematic adaptation is Walt Disney, there have been numerous other significant filmmakers who have used the Grimms' fairy tales to comment on gender and social class conflict. The course will begin by examining the early work of the French filmmaker Georges Méliès and Walt Disney. The focus of the course will be on the classical fairy tales such as "Snow White," "Little Red Riding Hood," "Cinderella," "Sleeping Beauty," "The Frog King," "Rapunzel," "Bluebeard," "Rapunzel," and "Rumpelstiltskin. The works of important American filmmakers such as Jim Henson, Tom Davenport, Shelly Duvall, Matthew Bright, Edward Dmytryk, and others. Special attention will be paid to the experimental work of the American animator Michael Sporn and foreign filmmakers such as Vaclav Vorlicek, Paul Grimault, Michel Ocelot, and Hayao Miyazaki. While the focus of the course will be on the Grimms' tales, other fairy tales by Charles Perrault and Hans Christian Andersen and their cinematic adaptations will be examined along with such classics as Pinocchio and Peter Pan.

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

Ger 3993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Ger 4001 Beginning German

(Sec 001-006); 2 cr; prereq Grad student; meets DELM req of classroom

Instructor: STAFF

Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% mostly discussion and student involvement and interaction.

Grade: 10% final exam, 12% written reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% reading/group work assignments and computer and audio lab.

Exam format: written.

Ger 4002 Beginning German

(Sec 001-004); 2 cr; prereq Grad student; meets DELM req of classroom

Instructor: STAFF

Description: German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Grenzverkehr*

and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

Class time:

Grade: 10% final exam, 12% written reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% reading/group work assignments and computer/audio lab

Exam format: written

Ger 4004 Intermediate German

(Sec 001-005); 2 cr; prereq Grad student; meets DELM req of classroom

Instructor: STAFF

Description: 1004 builds on the skills taught in 1003. Students use the course-packet *Sprunge 1004* and listening exercises on *Sprunge-Online*, read short texts and a play, watch a feature film, and do online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: *Sprunge 1004*, *Durrenmatt's Die Physiker*. (Oxford UP edition).

Ger 4621 German Cinema to 1945

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

Instructor: Hueser, Rembert

Description: GER 4621: I want an autograph from Ossi Oswald // Ossi Oswald, born Oswald Staglich, the German Mary Pickford, starred in several early German films by Ernst Lubitsch such as "I Don't Want to Be a Man" (1918) and "The Oyster Princess" (1919). Ossi usually plays the spoilt brat who likes to stick out her tongue, throw things around and smash up the place when she does not get her way. The class will discuss the emergence of the star system in Early German Cinema. It will focus on female leads such as Ossi Oswald, Pola Negri, Brigitte Helm and Lil Dagover. Recommended first reading: Richard Dyer: *Stars*. British Film Institute 1998.

Class time: 10% lecture, 40% Closed Circuit TV, 50% Discussion

Work load: 20 pages of reading per week, 25 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 40% class participation

Ger 5410 Topics in German Literature: Transformations of the Fairy Tale

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom

Instructor: Zipes, Jack

Description: This course will explore the transformations that the classical fairy tales in western culture have undergone through the processes and technologies of orality, literacy, cinema, and the Internet. Aside from focusing on Walter Ong's major work, *Orality and Literacy*, as a basis for understanding how and why transformations have occurred, the course will include texts by Eric Havelock, Jack Goody, Dan Sperber, Adam Phillips, Lawrence Venuti, Chris Jenks, Pierre Bourdieu, and George Landow that deal with theories of adaptation, translation, cultural reproduction and evolution, and hypertext. Primary prose works and films will be examined and compared within socio-historical contexts to understand how meanings, techniques, and styles shift within a fairy-tale discourse. Are

there dominant paradigms that continue to have an influence from the medieval period to the present? How do fairy-tale discourses develop? What role did French and British culture play in stabilizing the form of the fairy tale in the eighteenth and nineteenth centuries? Can one determine an Americanization, homogenization, or globalization of the fairy tale through film and hypertext in the twenty-first century? Students will be required to participate within a group that will undertake a case study to be presented in the class. In addition to this requirement, a research paper on some aspect of fairy-tale transformation is to be submitted by the end of the semester.

Ger 5721 Introduction to Middle High German (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Liberman, Anatoly

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

Class time: 50% lecture, 50% Discussion

Work load: 2 exams

Grade: 30% mid-semester exam(s), 50% final exam, 20% class participation

Ger 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Global Studies

214 Social Science: 612/624-9007

GloS 1015V Honors: Introduction to Global History Since 1950 (Sec 001); 4 cr; prereq honors; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Farmer, Edward L !!Morse Alumni Award!!

Description: This class is an ambitious and demanding course designed as an introduction to global history in the last fifty years. The course will provide you with a framework for thinking about the recent past, world geography, and some general trends. The course is organized comparatively, and will emphasize selected "cases" in Asia (The People's Republic of China and the Republic of China), Africa (South Africa and Mozambique) and Latin America (Cuba and Guatemala). Throughout the course we will not only attempt to understand the big picture of global history (East West rivalry in the Cold War, the North South division in development, global ecology and economy) but also how changes have affected people's

everyday lives. We do this through the concepts of livelihood and identity that reveal the impact of national and international forces at the personal level. We will seek out the "voices" of individuals by reading short stories and biographical accounts.

Class time: 50% lecture, 40% Discussion, 10% Peer Review of Writing

Work load: 80 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers, 5 Map Exercises

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

Exam format: Identification 20%; Essay 80%

Course URL: <http://www.hist.umn.edu/hist1015/>

GloS 1015W Introduction to Global History Since 1950 (Sec 001); 4 cr; prereq Fr or soph; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Farmer, Edward L !!Morse Alumni Award!!

Description: This class is an ambitious and demanding course designed as an introduction to global history in the last fifty years. The course will provide you with a framework for thinking about the recent past, world geography, and some general trends. The course is organized comparatively, and will emphasize selected "cases" in Asia (The People's Republic of China and the Republic of China), Africa (South Africa and Mozambique) and Latin America (Cuba and Guatemala). Throughout the course we will not only attempt to understand the big picture of global history (East West rivalry in the Cold War, the North South division in development, global ecology and economy) but also how changes have affected people's everyday lives. We do this through the concepts of livelihood and identity that reveal the impact of national and international forces at the personal level. We will seek out the "voices" of individuals by reading short stories and biographical accounts.

Class time: 50% lecture, 40% Discussion, 10% Peer Review of Writing

Work load: 80 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers, 5 Map Exercises

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

Exam format: Identification 20%; Essay 80%

GloS 1672 Geography of Global Cities

(Sec 001); Credit will not be granted if credit has been received for: GEOG 1372; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

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

Description: Global Cities is an examination of urban forms and processes using key cities around the world as examples. We start by looking at the processes that have led to increasing interconnectedness among cities, both today and in the past. The course considers the spread of urbanization; urban forms and their relationships to political and economic structures; current challenges faced by the some of the largest and most influential cities around the globe; and the changing nature of individual experience in global cities. Using case studies, we will analyze specific aspects of London, St. Petersburg, Singapore, Nairobi, Mexico City, Johannesburg, Rio de Janeiro, Tokyo, New York and Los Angeles, and other cities. Students will complete two exams, a mapping exercise, two written exercises, and a presentation on a city not covered in class. This course fulfills the CLE Social Science Core and International Perspectives Theme requirements.

Class time: 80% lecture, 20% Films, student presentations

Work load: 50-60 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 writing assignments of varying length

Grade: 30% mid-semester exam(s), 40% special projects, 30% in-class presentations

Exam format: Essay, based entirely on study questions handed out to students.

GloS 1905 Freshman Seminar: (E)rase Me: What in the world is 'race'??**(Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom****Instructor:** Keaton, Trica Danielle

Description: (E)rase Me: What in the world is 'race'? What is "race?" Is it an understanding rooted in our cultures or one encoded in our genes? How has this concept shaped our views of love, human worth, belonging, behavior, morality, "intelligence," and standards of beauty? Just how real is this idea that we call "race." Although scientists have shown that there is more genetic diversity within so-called racial groups than between them, our observable differences (i.e., skin color, appearances, language varieties, etc.) continue, nevertheless, to play a central role in how we both see and interact with each other in the U.S.A. and beyond. In this course, we will dissect or take apart the idea of "race," in order to question and understand why most of us self-identify and identify others in terms of "races." In our quest to understand how the idea, representations, meanings, and categories of "race" have come to dominate our perceptions of human bodies and groups, we will unravel what is all too often considered settled or ignored, namely what "race" is in the United States, parts of Western Europe, Brazil, and South Africa.

Class time: 50% lecture, 50% Discussion**GloS 3401 International Human Rights Law****(Sec 001); 3 cr; A-F only; prereq [3101, 3144] or instr consent; meets DELM req of classroom****Instructor:** Frey, Barbara A

Description: International Human Rights law is designed to introduce students to issues, procedures and advocacy strategies involved in the promotion and protection of human rights worldwide. The class encourages students to analyze case situations and to evaluate the most effective methods to prevent human rights violations. Because of the evolving nature of the laws and issues in this field, students can participate as strategists and investigators on human rights issues. The instructor, Barbara Frey, is a lawyer and human rights activist.

Class time: 50% lecture, 25% Discussion, 25% guest speaker, debates and other exercises**Work load:** 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 40% final exam, 25% written reports/papers, 10% class participation**Exam format:** Take home with 7 short answer questions and 1 essay question**GloS 3701W Population in an Interacting World****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Leitner, Helga

Description: The aim of this course is to provide students with a basic understanding of and appreciation for human population phenomena and problems in an increasingly interdependent world. This will involve an investigation of patterns and trends in fertility, mortality and migration of human populations in different parts of the world and an examination of how these are both shaped by, and engender economic, political, cultural and environmental change. Throughout the course, particular attention is paid to: 1) contemporary population problems at the global, national and local scale, including the world population explosion, high levels of fertility in parts of the less developed world, record-low fertility and population ageing in industrialized countries, the HIV-AIDS pandemic and major world health problems, increasing levels of international migration, refugee crises, massive rural to urban migrations in the less developed world; 2) policies adopted to address these problems such as family planning policies to reduce fertility levels and migration policies; and 3) the gender dimension of contemporary population problems and policies, including women's reproductive health and rights. In addition, this course will introduce students to various population theories, basic sources and measures for the study of population dynamics, and allow

them to gain basic skills and experience in data analysis, interpretation, writing research reports and oral presentations.

Course URL: <http://www.geog.umn.edu/courses/3381/>**GloS 3900 Topics in Global Studies: Documenting China: Photography & Social Change****(Sec 004); 3 cr; max crs 15, 3 repeats allowed; meets DELM req of classroom****Instructor:** Brash, Carol S

Description: This course is held in conjunction with an exhibition at the Weisman Art Museum, Documenting China: Contemporary Photography and Social Change. Students will have the opportunity to examine and discuss art in the exhibition space as well as in the classroom. In addition to doing close readings of primary texts (the objects in the exhibition), the class will also investigate secondary texts from a variety of disciplines with the aim of placing the objects, the themes explored in the exhibition, and the exhibition itself in context. The class will also participate in other programming related to the exhibitions, including the possibility of working on a complementary exhibit of documentary photographs of China submitted by the public. There will be one required field trip to the Minnesota Center for Photography late in the semester. More information about the exhibition may found at:

http://www

Class time: 50% lecture, 50% discussion (including time in the gallery each week)**Work load:** 60 pages of reading per week, 8-12 pages of writing per semester including assignments and 1 final project; weekly response writings; 1 oral report; group exhibition project**Grade:** 10% in-class presentations, 0% 30% final project, 20% take-home response writings, 30% assignments (includes oral report), 10% group exhibition project**Exam format:** take-home response writings**GloS 3900 Topics in Global Studies: Exploring Activism: Commitment, Conscience, Change****(Sec 001); 3 cr; max crs 15, 3 repeats allowed; meets DELM req of classroom****Instructor:** Wolfe, Thomas C

Description: "Exploring Activism" will investigate a cluster of issues around the mission felt by hundreds of thousands of people across the globe to "change the world" We will begin by reflecting on the complexities of this desire, and on the ways different groups diagnose situations and formulate responses. We will ask, how have different analyses of the world lead to different programs of change? What constitutes change, and from what sources does change come? We will also focus on the relationship between self and society, and ask to what degree is it necessary to change ourselves before, or at the same time, we change the world? The course will move back and forth between an examination of salient historical moments and contemporary issues facing the world today.

Class time: 20% lecture, 80% Discussion**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 3 papers, in class research presentations**Grade:** 40% written reports/papers, 15% special projects, 15% in-class presentations, 20% class participation, 10% problem solving**Exam format:** no exams**GloS 3921 Europe: A Geographic Perspective****(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom****Instructor:** STAFF

Description: What holds Europe together, what drives it apart? Processes of geographic integration and fragmentation characterize contemporary Europe. Performances of apparently opposite phenomena take place simultaneously, e.g., of homogeneity and heterogeneity, of political integration and declining political affiliation, and of emerging local identities as well as nationalism. This course systematically addresses the changing demographic, ethnic/cultural, economic, political and

urban landscapes of European regions. The purpose of the course is not only to describe the similarities and differences in the landscapes, but also to provide geographic explanations of the observed phenomena, patterns and processes. With the country project you will learn about one country in greater detail and can apply the content of the readings, debates and lectures. You are encouraged to complement the in-class discussions on the geography of Europe with your in-depth study of the country of your choice. This class fulfills the "International Perspectives" and "Social Science Core" Liberal Education requirements. The instructor, Albertine van Diepen, is a visiting professor from the University of Amsterdam.

Class time: 55% lecture, 30% Discussion, 15% multimedia

Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 quiz

Grade: 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% quizzes

Course URL: <http://www.geog.umn.edu/courses/3161>

GloS 3993 Directed Study

(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. Open to qualified students for one or more semesters.

GloS 4406 Sociology of International Law

(Sec 001); 3 cr; A-F only; prereq SOC 1001 or 3101 or 3102 or 3111 or instr consent ; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Boyle, Elizabeth Heger

Description: This course takes a broad sociological look at both international law and global culture. Students will consider particular international laws, such as the Geneva Convention and the Universal Declaration of Human Rights, and also look at international legal institutions, such as Interpol, the International Criminal Court, and the International Court of Justice. Students will explore the effect of international law on civil and political rights, economic rights, rules of war, child labor, female genital cutting, and immigration. Finally, students will engage critical questions such as the likely implications of "opting out" of international law and the circumstances under which international law is likely to lead to real changes. The course grade is based on two take-home exams, one paper, and a short documentary project.

Class time: 40% lecture, 40% Discussion, 20% video/audio presentations

Work load: 60-75 pages of reading per week, 16 pages of writing per semester, 2 exams, 1 papers, 10-15 minute documentary

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

Exam format: take-home exam

GloS 5900 Topics in Global Studies: Human Rights Advocacy (Sec 001); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom

Instructor: Frey, Barbara A

Description: This 3-credit seminar will examine the theoretical basis of the human rights movement, the nature of the organizations in the human rights field, their strategies, tactics and programs. The class will build upon internships and other experience with non-governmental organizations (NGOs) in the human rights field. The class will use case studies and other methods to learn about and evaluate the work of human rights activists. Topics to be considered include fact-finding and documentation, campaigns on human rights issues, cultural relativism, economic rights, and corporate responsibility for human rights. Students will consider the basic organizational structure and fundraising needs of NGOs. Students will design and present a research project based on their selection of in-class topics. Readings include material on the history of

NGOs; roots and development of the human rights movement; analysis of key NGOs; advocacy within international institutions; and reports and publications from NGOs working in the field.

GloS 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. Open to qualified students for one or more semesters.

GloS 5994 Directed Research

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Qualified students work on a tutorial basis.

Greek

245 Nicholson Hall: 612/625-5353

Grk 1001 Beginning Classical Greek I

(Sec 001, 002); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. There are no prerequisites for this course, except for an interest in the ancient world.

Class time: 50% lecture, 50% recitation

Work load: written homework, frequent quizzes, 3-4 exams

Exam format: translation, grammatical analysis

Grk 3113 Intermediate Greek Prose

(Sec 001); 4 cr; A-F only; prereq Grade of at least [C- or S] in 1002 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: An introduction to reading unadapted Greek prose from classical authors such as Plato, Lysias, and Xenophon. The course includes some grammar review but also considers literary issues and situates the works we study in their historical context.

Work load: 15-25 lines of Greek per class, increasing as students improve; weekly quizzes

Exam format: translation/comment

Grk 3380 Advanced Undergraduate Greek: Lyric

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3114 or 3 years HS Greek or dept consent; meets DELM req of classroom

Instructor: Krevans, Nita

Description: An introduction to Greek lyric poetry, including works of Sappho, Alcaeus, Pindar, Bacchylides, Anacreon, Ibycus and others. Topics will include the nature of lyric meter, praise and blame poetry, hymn, monody versus choral song, conventions of erotic poetry, etc. Reading will be in various dialects of Greek with some secondary reading in English.

Class time: 20% lecture, 80% Discussion

Work load: 2 exams, 2 papers, Greek reading: 2-3 hours preparation per class

Exam format: regular translation quizzes; essay midterm and final

Grk 3960H Honors Course: Advanced Undergraduate Greek Reading
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq enroll in honors program or high ability as indicated by transcript; meets DELM req of classroom; meets HON req of Honors
Instructor: Krevans, Nita
Description: An introduction to Greek lyric poetry, including works of Sappho, Alcaeus, Pindar, Bacchylides, Anacreon, Ibycus and others. Topics will include the nature of lyric meter, praise and blame poetry, hymn, monody versus choral song, conventions of erotic poetry, etc. Reading will be in various dialects of Greek with some secondary reading in English
Class time: 20% lecture, 80% Discussion
Work load: 2 exams, 2 papers, 2-3 hours preparation per class
Exam format: regular translation quizzes; essay midterm and final

Grk 5380 Greek Literature: Lyric
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom
Instructor: Krevans, Nita
Description: An introduction to Greek lyric poetry, including works of Sappho, Alcaeus, Pindar, Bacchylides, Anacreon, Ibycus and others. Topics will include the nature of lyric meter, praise and blame poetry, hymn, monody versus choral song, conventions of erotic poetry, etc. Reading will be in various dialects of Greek with some secondary reading in English.
Class time: 20% lecture, 80% Discussion
Work load: 2 exams, 2 papers, Greek reading: 2-3 hours preparation per class
Exam format: regular translation quizzes; essay midterm and final

Hebrew

245 Nicholson Hall: 612/625-5353

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

Hebr 1101 Beginning Biblical Hebrew I
(Sec 001); Credit will not be granted if credit has been received for: HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104; 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: This five credit course, which is the first of a two

semester series, provides a logical introduction to the language, grammar, and vocabulary of the Hebrew Bible/Old Testament. We work systematically through a standard textbook and begin to read actual samples of biblical texts. This course will benefit students interested in the language, religion, culture of ancient Israel and the ancient Near East. It will also permit students to read and understand the grammar of medieval and modern Hebrew, and provides the essential background for subsequent work in graduate school or seminary. Students will also learn ways to approach learning a classical language. Classes will include grammar exercises, translation, and oral drills. Required Texts Thomas O. Lambdin, Introduction to Biblical Hebrew (New York: Scribners, 1971). Gary A. Long, Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts Through English Grammar (Peabody, MA: Hendrickson, 2002) Course Reader. WebCT will be used for class communication and to provide access to supplemental resources and links for the study of Biblical Hebrew.

Class time: 70% lecture, 30% Discussion
Work load: 10 pages of reading per week, 3 exams, weekly vocabulary and grammar quizzes; regular homework assignments
Grade: 40% mid-semester exam(s), 25% final exam, 20% quizzes, 15% homework
Exam format: grammar and translation exercises

Hebr 3011 Intermediate Hebrew I
(Sec 001); 5 cr; prereq Grade of at least [C- or S] in [1002 or 4002] or instr consent; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!
Description: This course assumes Hebr 1001-2 or other equivalent language study. It leads to the satisfaction of the CLA Language Requirement in: 1) listening comprehension, 2) speaking, 3) reading, 4) writing. The course materials and activities are designed to help students gain the skills necessary in each of these areas. We recognize that you may well have forgotten some of the skills acquired and the "rust" will have to be removed. There is a rapid review of fundamentals followed by a selection of dialogues designed to serve as a bridge between 1st and 2nd year Hebrew. Simple selections from Modern Israeli prose, newspaper, and the arts from the transition to written Israeli Hebrew. T.V. news and films are added as your ability increases. Grammatical skills and writing will be honed through short compositions and a textbook manual. Text: "Hebrew from Scratch" part II
Class time: 50% lecture, 50% Discussion
Work load: 5-10 pages of reading per week, 1 exams, 1 papers
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: written and oral responses

Hebr 3090 Advanced Modern Hebrew
(Sec 001); 3 cr; max crs 18, 6 repeats allowed; prereq 3012 or instr consent ; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!
Description: This course "puts the frosting on the cake." It is designed to prepare the students to read various kinds of authentic Hebrew texts and to develop higher levels of comprehension and speaking. The class is conducted entirely in Hebrew and you will acquire expanded capacity to express yourself when talking about the ideas and issues presented in the various media used in the course. The course emphasizes Modern Israeli Hebrew, but you will be introduced to earlier genres as well. We will spend time further strengthening grammar with considerable emphasis given to widening your vocabulary. Materials used include contemporary short fiction, essays on current issues, articles dealing with a variety of cultural topics, films, Hebrew Internet sites, radio and TV.
Class time: 40% lecture, 60% Discussion
Work load: 15 pages of reading per week, 2 exams, midterm and final exam; periodic quizzes; 10 written or oral submissions
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation

Exam format: Mixture of objective, short essay, matching, and longer essay

Hebr 3101 Intermediate Biblical Hebrew I

(Sec 001); 4 cr; prereq Grade of at least [C- or S] in [1102 or 4105] or instr consent; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: This course offers a review and nuancing of key concepts of biblical Hebrew grammar in the context of reading biblical texts. The understanding of biblical Hebrew grammar acquired in this class facilitates a deeper and more accurate analysis of biblical literature, sharpening the reader's interpretation and allowing for a fuller appreciation of this ancient corpus of texts. The main textbook for the course is Ehud Ben Zvi et al., *Readings in Biblical Hebrew* (Yale University Press, 1993), which includes a selection of biblical Hebrew texts from a variety of genres with notes that guide translation and introduce exegetical issues. Class time will be given primarily to reading and interpreting texts together in class that students have prepared prior to class. Students taking this course must have a minimum of one year of college-level (or equivalent) Hebrew language study (normally Beginning Biblical Hebrew I & II). We will complete an in-class, ungraded diagnostic on the first day of class to evaluate each student's preparedness for this course and to gauge the class's overall Hebrew level. If you are uncertain concerning the appropriateness of this course for you, please consult with the instructor.

Class time: 20% lecture, 80% Discussion

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

Grade: 25% mid-semester exam(s), 30% final exam, 15% quizzes, 20% class participation, 10% Memorization passage

Exam format: Translation and analysis of grammar

Hebr 3951W Major Project

(Sec 001); 4 cr; prereq [Hebr major, three 3xxx Hebrew courses], instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

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

Hebr 3980 Directed Instruction

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

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

Hebr 4001 Beginning Hebrew I

(Sec 001); Credit will not be granted if credit has been received for: HEBR 1001, HEBR 1001; 3 cr; prereq grad student; meets DELM req of classroom

Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!

Description: Modern Israeli Hebrew seeks to serve several kinds of students. Typically, students in this course present a wide variety of backgrounds and interests, which include Jewish, or Israeli cultural studies, archaeology, linguistics, travel or work in Israel, and biblical studies. This is a course for complete beginners. You will learn basic listening, speaking, reading and writing skills with stress on proficiency in communication. Cultural materials are incorporated. The course serves as a good base for subsequent work in biblical Hebrew. The difference between this course and Hebr 1104, Biblical Hebrew, is that this course has a spoken, conversation component and prepares students to read texts without the diacritic marks. (This reading skill is necessary for those interested in reading Hebrew journal articles and post-biblical Hebrew commentaries.) The pronunciation of Hebrew taught will be the same in both courses.

Hebr 4106 Intermediate Biblical Hebrew I

(Sec 001); 3 cr; prereq Grade of at least [C- or S] in [1102 or

4105] or instr consent ; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: This course offers a review and nuancing of key concepts of biblical Hebrew grammar in the context of reading biblical texts. The understanding of biblical Hebrew grammar acquired in this class facilitates a deeper and more accurate analysis of biblical literature, sharpening the reader's interpretation and allowing for a fuller appreciation of this ancient corpus of texts. The main textbook for the course is Ehud Ben Zvi et al., *Readings in Biblical Hebrew* (Yale University Press, 1993), which includes a selection of biblical Hebrew texts from a variety of genres with notes that guide translation and introduce exegetical issues. Class time will be given primarily to reading and interpreting texts together in class that students have prepared prior to class. Students taking this course must have a minimum of one year of college-level (or equivalent) Hebrew language study (normally Beginning Biblical Hebrew I & II). We will complete an in-class, ungraded diagnostic on the first day of class to evaluate each student's preparedness for this course and to gauge the class's overall Hebrew level. If you are uncertain concerning the appropriateness of this course for you, please consult with the instructor.

Exam format: Translation and analysis of grammar

Hebr 5992 Directed Readings

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

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

Hindi

453 Folwell Hall: 612/625-6534

Hndi 1101 Beginning Hindi

(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4001, HNDI 4001; 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: The course is designed for the beginners and introduces students to the four language skills areas: listening, speaking, reading and writing. The text for the course will be "Teach Yourself Hindi", by Snell and Weightman. The class involves a great deal of memorization and intensive study. Considerate emphasis will be given to widening Hindi vocabulary, reinforced from lessons around everyday life situations. Grammar is covered in the regularly assigned take-home exercises and reinforced in class, becoming the basis for student-to-student interaction with a variety of paired and small group interactive communicative activities. Teaching methods will include audio-visual method, dialogue imitation and reading for comprehension. Since the majority of class time is devoted to speaking and listening, it is very important that students attend class regularly.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

Work load: 5 pages of reading per week, 10 pages of writing per semester, 2 exams

Grade: 25% mid-semester exam(s), 50% final exam, 10% quizzes, 5% in-class presentations, 10% class participation

Exam format: essay, translations, oral drills

Course URL: <http://webct3.umn.edu>

Hndi 3131 Intermediate Hindi

(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4003, HNDI 4003; 5 cr; prereq 1102 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course is based on Sheela Verma's textbook. With regular interactive group activities, video and lab sessions,

the emphasis of the course will be on the ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar and advanced reading, writing and comprehension.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

Work load: 5 pages of reading per week, 10 pages of writing per semester, 2 exams

Grade: 25% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 10% class participation, 5% lab work

Exam format: Essay, translation, oral drill

Course URL: <http://webct3.umn.edu>

Hindi 4001 Beginning Hindi

(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 1101, HNDI 1101, HNDI 1101, HNDI 1101; 3 cr; prereq Grad student; meets DELM req of classroom Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 1xxx-level Beginning Hindi course for reduced credits. If you are a graduate or professional student, you may register for Beginning Hindi under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for Hindi 1101. See the course guide description for Hindi 1101.

Hindi 4003 Intermediate Hindi

(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 3131, HNDI 3131, HNDI 3131, HNDI 3131; 3 cr; prereq 4002, grad student; meets DELM req of classroom Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 3xxx-level Intermediate Hindi course for reduced credits. If you are a graduate or professional student, you may register for Intermediate Hindi under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for Hindi 3131. See the course guide description for Hindi 3131.

Hindi 4161 Advanced Hindi

(Sec 001); 4 cr; prereq 3132 or instr consent; meets DELM req of classroom Instructor: STAFF

Description: This course seeks to develop skills in reading comprehension and textual analysis, as well as to enrich active vocabulary and idiomatic usage. It includes concentration on ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar, and on the ability to read and understand a variety of texts, from newspaper and magazine articles to short stories. All students are required to work at least one hour each week with a native informant and/or in the language laboratory.

Class time: 40% lecture, 40% Closed Circuit TV, 10% Discussion, 10% Reading

Work load: 5 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers

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

Exam format: Essay, Multiple choice

Course URL: <http://webct3.umn.edu>

Hindi 5990 Directed Research

(Sec 001); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom Instructor: STAFF

Description: Guided research in selected areas of Hindi language, linguistics, literature and culture. Introduction to bibliography and research skills.

Class time: 100% one hour consultation/week, reading assignments, library research

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

Grade: 100% special projects

Hindi 5993 Directed Readings

(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom Instructor: STAFF

Description: Guided individual reading of Hindi texts. The focus differs from student to student, from short-story to novel, drama and poetry. Various genres of Hindi literature are studied from a variety of disciplinary perspectives: linguistic, literary and socio-cultural.

Class time: 100% one hour consultation/week

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

Grade: 100% special projects

History

614 Social Sciences Building: 612/624-2800

Hist 1012W World History: The Age of Global Contact

(Sec 001); 4 cr; prereq [Fr or soph (any)] or [jr or sr, non-Hist mjr only]; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom Instructor: Pilcher, Jeffrey Michael

Description: This class surveys world history from about 1500. Although we often assume that globalization is a new phenomenon made possible by jet planes and cell phones, in fact, the rise of global interaction has a history dating back at least to Columbus's voyage in 1492. One of the best ways of measuring the growth-and decline-of globalization is through commodity chains, the increasingly convoluted paths that goods follow from their origins to their final point of consumption or disposal. This class will focus on the stuff of everyday life, food, drink, clothes, tools, drugs, petroleum, and the like, to explore the rise of the modern, interconnected world in which we live. The course is designed for majors and non-majors alike. The course will introduce students to how historians narrate the past and will teach important analytical skills. Writing will be emphasized in the discussion sections. The course fulfills lower-division writing intensive requirements.

Class time: 75% lecture, 25% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, 8-10 page paper, shorter assignments, plus a number of less formal writing assignments

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

Exam format: essay, maps

Hist 1015W Introduction to Global History Since 1950

(Sec 001); 4 cr; A-F only; prereq [Fr or soph (any)] or [jr or sr, non-Hist mjr only]; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom Instructor: Farmer, Edward L !!Morse Alumni Award!!

Description: This class is an ambitious and demanding course designed as an introduction to global history in the last fifty years. The course will provide you with a framework for thinking about the recent past, world geography, and some general trends. The course is organized comparatively, and will emphasize selected "cases" in Asia (The People's Republic of China and the Republic of China), Africa (South Africa and Mozambique) and Latin America (Cuba and Guatemala). Throughout the course we will not only attempt to understand the big picture of global history (East West rivalry in the Cold War, the North South division in development, global ecology and economy) but also how changes have affected people's everyday lives. We do this through the concepts of livelihood and identity that reveal the impact of national and international forces at the personal level. We will seek out the "voices" of individuals

by reading short stories and biographical accounts.

Class time: 50% lecture, 40% Discussion, 10% Peer Review of Writing

Work load: 80 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers, 5 Map Exercises

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

Exam format: Identification 20%; Essay 80%

Course URL: <http://www.hist.umn.edu/hist1015/>

Hist 1301W U.S. History to 1877

(Sec 001); Credit will not be granted if credit has been received for: HIST 1303, HIST 1301V, HIST 1301V, HIST 1301V, HIST 1301V, HIST 1307, HIST 1307, HIST 1307, HIST 1307; 4 cr; prereq [Fr or soph (any)] or [jr or sr, non-Hist mjr only]; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Fischer, Kirsten

Description: This innovative course uses the themes of "authority" and "rebellion" to explore American history from the early colonial period through the Civil War. It offers a four-credit writing-intensive investigation of three tumultuous centuries of conflict and change. How did people envision and struggle for a "new world order"? Whose hopes were realized, and whose were thwarted? This course does not use a textbook or have exams. Rather, the lectures and discussion sections are organized around significant themes such as "Encountering the 'Other' in early America," "Religion and the Social Order," "Making a Revolution," "Framing a New World Order," "Expansion, Exclusion, and Reform," and "Slavery and American Life." Within these broad themes, we will use primary and secondary sources to examine a range of topics including colonization and resistance, nation-building and national identities, religion and reform movements, race, ethnicity, and migration, industrialization and westward expansion, gender roles and class relations. We will examine how historians use evidence to produce knowledge about the past, and we will explore the value and the limitations of historical sources. Students will write short essays (3-4 pages) on a number of the themes as well as a longer (5-7 pages) paper on an assigned book and a brief piece (3-4 pages) on a primary source.

Class time: 100% lecture

Work load: 50-100 pages of reading per week, 20-25 pages of writing per semester, 6 papers, 20-25 pages of writing per semester includes one longer paper that will be revised

Grade: 70% written reports/papers, 30% class participation

Exam format: none

Hist 3052 Ancient Civilization: Greece

(Sec 090); 3 cr; meets DELM req of classroom

Instructor: Evans, John Karl

Description: For a syllabus, please visit www.tc.umn.edu/~evans002/.

Class time: 100% lecture

Work load: 100 pages of reading per week, 3 exams

Grade: 33% mid-semester exam(s), 67% final exam

Exam format: take-home essay

Course URL: <http://www.tc.umn.edu/~evans002/>

Hist 3061 "Bread and Circuses": Spectacles and Mass Culture in Antiquity

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

Instructor: Gallia, Andrew B

Description: This course traces the development of large-scale public entertainments in the ancient Mediterranean world, from the athletic contests of Olympia and dramatic festivals of Athens to the chariot races and gladiatorial games of the Roman Empire. Through lecture, discussions, and readings, we will explore the wider significance of these spectacles in their impact on the political, social, and economic life of the societies that supported them. Enrollment is open to all interested undergraduates.

Work load: 80-100 pages of reading per week, 10 pages of

writing per semester, 2 exams, 2 papers

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

Exam format: essay

Hist 3101 Introduction to Medieval History

(Sec 001); 3 cr; meets CLE req of International Perspect

Theme; meets DELM req of classroom

Instructor: Phillips Jr, William D

Description: This course is a survey of the history of medieval Europe from approximately 400 to 1500. Emphasis on social, economic, and cultural history. Consideration of the medieval expansion of Europe and Europe's relations with its neighbors -- Byzantium and Islam

Class time: 33% lecture, 33% Discussion

Work load: 50-70 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 2 papers, journal

Exam format: essay and identifications

Hist 3151W British History to the 17th Century

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics

Theme; meets CLE req of Historical Perspective Core;

meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Karras, Ruth Mazo

Description: Pre-modern Britain contributed much to the English-speaking world: language, law, representative institutions, folktales, family and household structures, and much more. But these cultural developments were not uncontested in their own time. The "Britain" of later centuries, whose empire made such an impact on the entire world, grew out of a complex mixture of cultures: Celtic, Roman, Christian, Anglo-Saxon, Viking, Norman. In tracing the British Isles from prehistoric times until the mid-seventeenth century, this class focuses on cultural interactions and the development of complex identities. Topics include the Roman, Anglo-Saxon, and Norman conquests of England and the English conquests of Wales and Ireland; forms of Christianity (both official and popular) as it varied across Britain and Ireland, and over time with the initial conversion, relation between church and society in the Middle Ages, and the relation between politics and belief in the Protestant Reformation; forms of governance from the level of the village to that of the kingdom; social structures, rural life, and urbanization; family and gender relations; daily life; high and low culture; beginnings of overseas expansion. Textbook, primary source readings, 2 exams, 2 papers with required drafts.

Hist 3244 History of Eastern Europe

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

Instructor: Cohen, Gary B.

Description: The course treats the history of the East European peoples from the end of the nineteenth century to the end of the twentieth. It examines the rise of nationalist movements and the problems of the multinational empires in this region before World War I; the winning of national independence in 1918; the political, social, and economic problems of the newly independent states between 1918 and 1938; the impact of Nazi expansionism and genocide; the advent of communist rule after 1945; the Stalinist governing systems; post-Stalinist reform efforts and dissident movements; the collapse of the communist governments; and the beginnings of the post-communist era. The course is open to history majors and non-majors and is conducted in a mixed lecture-discussion format. The course readings will include a general survey, more specialized readings and contemporary documents. There will be two mid-term examinations and a third examination during the finals period covering the last one-third of the course. One 8-10 page essay will be assigned during the semester in answer to questions distributed in class and based on the course readings.

Class time: 60% lecture, 40% Discussion

Work load: 140 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 25% final exam, 25% written reports/papers, 10% class participation, 40% Two mid-semester exams, 20% each

Exam format: Five identification items from a list of ten possible items; one essay from a choice of three questions.

Hist 3347 Women in Early and Victorian America: 1600-1890 (Sec 001); 3 cr; max crs 5; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: Norling, Lisa A

Description: Introduction to the varied experiences of American women and the dynamics of gender and race in American history, 1600-1880. For any student; no background knowledge assumed. Topics include women's involvement in-and the impact on women of-European colonization and the dispossession of native peoples, slavery, revolution and reform, economic and technological change, westward expansion, and transformations in politics, family life, gender roles, and sexuality. Course organized primarily as lecture with occasional films, large-group student discussion, in-class exercises. Students may also choose to enhance their experience in the course by registering for an additional small-group discussion section, graded separately, for additional credit.

Class time: 80% lecture, 20% Discussion

Work load: 80-100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers

Grade: 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 15% quizzes

Exam format: short identification, essay

Hist 3401W Early Latin America to 1825

(Sec 001); Credit will not be granted if credit has been received for: LAS 3401W; 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Chambers, Sarah C

Description: In 1519, Spaniard Hernan Cortes entered the dazzling capital city of the Mexica (Aztec) empire; what happened next depends upon whose versions of events you read. European accounts emphasize his daring capture of emperor Moctezuma and his rapid domination of central Mexico by the use of his wits and superior technology. Native accounts reveal that the capture of Moctezuma backfired, leading to a lengthy and heroic defense of the island city. Regardless of the telling, such encounters and struggles set the stage for European rule of the Americas for the next three centuries. This course begins with pre-contact Native American societies, but primarily explores the historical processes of colonialism in Latin America (especially Mexico, Brazil and Peru) between 1492 and 1825. We will study both the economic, religious, and administrative systems put in place by the Spanish and Portuguese, and the varied responses of indigenous peasants, African slaves, racially-mixed town-dwellers, and women. We will learn to analyze primary documents from the period (such as the competing accounts of the conquest of Mexico) and read life stories as well as historical narratives. All students register for a discussion section. If you would like to practice your Spanish, sign up for the FLAC Section 5, in which you can read and discuss documents in the original Spanish. (Spanish majors: you can count this as your one degree course outside your department under the new rules).

Class time: 65% lecture, 35% Discussion

Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, 5 quizzes of which lowest score dropped

Grade: 20% final exam, 50% written reports/papers, 15% quizzes, 15% class participation

Exam format: i.d. terms and short essays

Course URL: <http://www.hist.umn.edu/hist3401/>

Hist 3432 Modern Africa in a Changing World

(Sec 090); Credit will not be granted if credit has been received for: AFRO 3432, AFRO 3432, AFRO 3432; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of

classroom

Instructor: Wagner, Michele Diane

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

Class time: 66% lecture, 33% Discussion

Work load: 75-100 pages of reading per week, ~15 pages of writing per semester, 2 exams, 3 papers

Grade: 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 15% class participation

Exam format: identification, short essay, map

Hist 3461 Introduction to East Asia I: The Imperial Age

(Sec 001); Credit will not be granted if credit has been received for: EAS 3461, EAS 3461, EAS 3461; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Wang, Liping

Description: This is a comprehensive introduction to East Asia (China, Japan, Korea, and Vietnam) from prehistoric times to the sixteenth century. It traces the evolution of major political and economic institutions as ways to understand basic structures of political authority and systems of resource distribution in these societies. It outlines major schools of East Asian philosophy and religions, such as Confucianism, Daoism, and Buddhism, and discusses their development and influence in each of the four countries. It analyzes some of the most important features of East Asian society, i.e., family structure and gender relationships in ideology as well as in practice. As part of the overview of East Asian society and culture, the course also introduces main modes of artistic expression through various kinds of visual materials as well as visit to museum. The course stresses the inter-connections within East Asia while highlighting the distinctive paths of historical changes in each of the four countries.

Class time: 80% lecture, 20% Discussion

Work load: 50 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

Hist 3471 Modern Japan, Meiji to the Present (1868-2000)

(Sec 001); Credit will not be granted if credit has been received for: EAS 3471; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Mizuno, Hiromi

Description: From the land of samurai to the only non-Western colonial power, from the severely destructed nation of WWII "war criminals" to the postwar miracle, Japan went through immense changes from the late nineteenth to the twentieth century. How did the Japanese leaders and people make these changes and why? How have the Japanese perceived their changing nation and dealt with consequences? How can we make sense of Japan's complicated past that made the nation the "Japan" we know today? This lecture-based course explores the intellectual, cultural, and political aspects of Japan's modernization, the Pacific War, and postwar development, using visual images from museums, cartoons, advertisement, and films as well as novels and popular music. An optional discussion section available.

Class time: 90% lecture, 10% film viewing

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

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

Exam format: essay

Hist 3485 History of Southeast Asia**(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Lee, Mai Na M.

Description: This course provides a general introduction to Southeast Asia's past and present. The course is organized chronologically around three broad periods: 1) traditional states and societies (to 1800); 2) colonial transformations and indigenous responses (1800-1945); and 3) the emergence of four nation-states: Vietnam, Indonesia, Thailand, and Philippines. The course will explore several topics and themes, among them: the origins of indigenous states; religious conversion and practice; ethnicity, social organization, and gender relations; modern social and economic transformations; response to colonial domination; the development of "imagined communities" and nationalist and revolutionary movements; post-colonial societies and political systems; ethnic conflict and national integration; the impact of Cold War international relations; and U.S. involvement in the region.

Class time: 90% lecture, 10% Discussion**Work load:** 75-80 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers**Exam format:** essay**Hist 3489 20th Century India****(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Skaria, Ajay

Description: This course will look at the making of contemporary India by focusing on two themes. First, it will explore the transformation of forms of rule that have led to the emergence of India as 'the world's largest democracy'. Beginning with the consolidation of colonial power in the late nineteenth century, it will go on to look at how nationalists such as Nehru or Gandhi mobilized against the British, and articulated differing visions of the nation. We will also study the institutions and practices that have been central to democratic politics in India since independence in 1947. The second theme of the course will be the transformations in popular culture since the late nineteenth century. In particular, we will focus on the increasing domination of a Hindu national identity that has helped the emergence of the BJP today as one of two major political parties. We will also look at the domination of a middle class culture that has accompanied the emergence of the India as a nation that aspires to be a global economic power. We will also explore movements and social transformations that have questioned dominant forms of popular culture.

Class time: 80% lecture, 20% Discussion**Work load:** 60 pages of reading per week, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation**Exam format:** essay**Hist 3493 Islam: Religion and Culture**

(Sec 001); Credit will not be granted if credit has been received for: ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036; 3 cr; prereq Soph or jr or sr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Farah, Caesar Elie

Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.

Class time: 65% lecture, 10% Discussion, 20%**Work load:** 25 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance**Exam format:** Identification, short factual, analytical essays**Hist 3613 History of the Crusades****(Sec 001); 3 cr; meets CLE req of Historical Perspective****Core; meets CLE req of International Perspect Theme;****meets DELM req of classroom****Instructor:** Lower, Michael T

Description: Taken as a whole, the Crusades make up one of the most fascinating episodes in the history of the Middle Ages. Our primary aim in this class will be to study the crusading phenomenon in its medieval context by engaging with the original documentary remains of the period. What motivated medieval European men and women to set out on the conquest of a land thousands of miles away, about which they knew very little? How did the papacy, as head of the Catholic Church, come to promote violence against the Muslim residents of that land as not merely justifiable, but as positively meritorious, as deserving of a great spiritual reward? How did the Muslim and also Jewish communities who were the primary targets of this violence respond to it, and how did the contact among Christians, Muslims, and Jews which the Crusades made possible transform relations among these groups, the three major monotheistic religions of the West? While focusing on the Crusades as an aspect of medieval history, we will also consider some of the larger questions raised by the history of these expeditions. What is the relationship between violence and religion? Does it differ in the Christian, Muslim, and Jewish traditions? What is the legacy of the crusades? Did they pave the way for the subsequent Western colonial ventures that eventually led to Western domination of much of the non-Western world? Did they set the stage for modern conflicts in the Middle East?

Class time: 50% lecture, 50% Discussion**Work load:** 60-80 pages of reading per week, 2 exams, 2 papers**Grade:** 20% final exam, 40% written reports/papers, 40% Informal writing assignments and class participation**Exam format:** Essay**Hist 3616 France in the Middle Ages**

(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Reyerson, Kathryn L.

Description: This course examines the development of the kingdom of France in the Middle Ages, from the tenth through the mid-fifteenth centuries, focusing on the reigns of the Capetian and Valois dynasties, with attention to politics, economy, society, literature, art, and architecture. We will explore life in medieval France through texts, film, and on-line images to trace the foundation of the France we know today as an arbiter of taste and a center of culture. Francophiles, come one and all! This course is particularly suited to upper-division students but has no prerequisites.

Class time: 60% lecture, 20% Discussion, 20% films**Work load:** 70-100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% class participation**Exam format:** essay and short identification**Course URL:** <http://www.hist.umn.edu/hist3616>**Hist 3618 The Dark Ages Illumined: Medieval Europe to 1050****(Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Lower, Michael T

Description: This course surveys early medieval history from the fall of the Roman empire to the launching of the First Crusade. During this epoch the course of world history was radically transformed. The unity Roman imperial rule had given to the lands around the Mediterranean basin was shattered forever, and in its place arose three remarkable civilizations: Islam, Byzantium, and the Latin West, or, as we know it today, Europe. Anyone, therefore, who is curious to know how religious and cultural categories that are so fundamental to modern identities, such as Christian, Muslim, European, and Western, first gained currency, should sign up for this class. So too should anyone who seeks direct engagement with early medieval texts, visual culture, archeological remains, and music, or who wants to

encounter fascinating and controversial figures and events, such as Muhammad, Charlemagne, and Gregory the Great; St. Perpetua, Theodora, and Dhuoda; and the First Crusade, the Carolingian Renaissance, and the Vikings.

Class time: 50% lecture, 50% Discussion

Work load: 50-60 pages of reading per week, 9-12 pages of writing per semester, 2 exams, 2 papers

Hist 3704W Daily Life in Europe: 1300-1800

(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Phillips, Carla Rahn

Description: Under the broad heading of "Daily Life in Europe," we will examine various key issues in the lives of men and women in Europe between the Black Death and the Industrial Revolution. Some of the historical questions we will ask are: What were the rates of birth, marriage, and death in various European countries? What effect did epidemics and wars have on population size and the quality of life? How did men and women find marriage partners? What experiences did they have in their marriages and family lives? How did people at various levels of society make a living? How and why did some of them travel far from where they were born? Did their standards of living change over time? Who held the reins of power? How was society structured and how did social classes relate to one another? How and why did ordinary people rebel against governments and the privileged classes? What results did these rebellions have? What role did formal religion and other beliefs play in people's lives? Was witchcraft a major force in society? These and other questions will shape the lectures, readings, and discussions in the course. Whether the readings deal with family and sexual behavior, farming, manufacturing, buying and selling goods, seafaring, religion, culture, or other topics, all of the assigned readings discuss how interpretations have changed over time and offer their own revised interpretations of daily life in the past, based on an expanding body of documentary evidence.

Class time: 80% lecture, 20% Discussion

Work load: 75-100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers, Writing includes 2 papers (3-4 pages each), 1 paper 8-10 pages, and several in-class writing exercises

Grade: 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% in-class presentations, 0% class participation includes group work and presentations

Exam format: essay, both short and long

Hist 3721 20th-Century Europe From the Turn of the Century to the End of World War II

(Sec 001); Credit will not be granted if credit has been received for: HIST 5721, HIST 5721; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Weitz, Eric D

Description: Political crisis and conflict, cultural creativity, mass movements and mass media, powerful economic progress coupled with severe depression, total war and forced population movements -- the first half of the twentieth century is awash with the most exciting social and cultural innovations and the most deadly wars and genocides. History 3721 will examine all aspects of European history in this period, from intellectual and cultural history to economic developments, wars, and diplomatic history. It will also place this history in a global context by exploring Europe's connections to the larger world, especially the European "periphery" in Anatolia and the Middle East and the colonies in Africa.

Class time: 80% lecture, 20% Discussion

Work load: 100 pages of reading per week, 2 exams, 2 papers

Grade: 25% mid-semester exam(s), 30% final exam, 40% written reports/papers, 5% class participation

Hist 3727W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Feinstein, Stephen

Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and guest speakers.

Class time: 90% lecture, 10% Discussion

Work load: 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Exam format: Short answer and essay with choices. Study sheet given prior to exam.

Course URL: <http://MYU.UMN.EDU> and www.chgs.umn.edu

Hist 3809 The Peoples of Revolutionary America

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

Instructor: Menard, Russell R

Description: This course surveys the history of that part of British America that became the United States during the Revolutionary era (roughly 1763-1800). It aims to provide a comprehensive narrative of American history during the Revolutionary era from a multicultural perspective. Although most topics are touched on, I pay particular attention to the origins of the independence movement, the conduct of the war for independence, the constitution, and the creation of the national government. Although designed for advanced undergraduates, the course assumes no prior knowledge, and should be accessible to all undergraduates interested in the origins of the United States

Class time: 95% lecture, 5% Discussion

Work load: 70 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

Grade: 33% final exam, 67% written reports/papers

Exam format: essay

Hist 3834 Law in American Life, Colonial Era to Civil War

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

Instructor: Welke, Barbara Young

Description: This course is the first half of a two semester survey of American legal and constitutional development from the colonial era to the present. Though designed to complement one another, each half of the course may be taken independently. Our focus throughout will be on law in society. This semester we will examine the life of the law in America from settlement to Civil War exploring the interrelationships between changes in law and larger social processes like migration, settlement, revolution, social and economic transformations, and civil war. The course is sub-divided into four parts. Part I emphasizes the social history of American law in the colonial era, particularly laws governing personal status (e.g., marriage law, Native American law, servitude and slavery). Part II is more overtly political and intellectual in approach focusing on the American Revolution and the adoption of the U. S. Constitution. Part III focuses primarily on the relationships between law and economic and social change. And Part IV examines the varied natures of law's relationship to slavery and the "constitutional crisis" that culminated in the Civil War. Regular, informed participation can boost your grade by 1/3 letter grade (e.g. B to B+, B= to A-, etc.)

Class time: 75% lecture, 25% Discussion

Work load: 2 exams, document analysis (7-9 pages)

Grade: 25% mid-semester exam(s), 30% final exam, 45% document analysis 25%, informal writing/quizzes 20%

Exam format: in-class mid-term and final (short-answer and essay)

Hist 3837 Minnesota History

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

Instructor: Stone, Paul Clois

Description: This course explores the cultural, social, intellectual and political history of the place that became the American state of Minnesota between the 17th and 21st centuries. We examine the geographical location of the present state along with geological and ecological factors that have shaped its human and natural life during the last four centuries. Initial lectures and handouts will treat the early history of Minnesota as an extension of the history of southern Canada until the early 1800s. The course also places emphasis on the frontier and territorial history of 19th century Minnesota as well as that of neighboring American and British areas. We also examine the first decades of Minnesota statehood and the significant waves of immigration to the state in the last half of that century. The 20th century focus of the course treats the literature, cultural life and political tendencies of the state and the larger region, and the ways in which Minnesotans shaped the larger national life. Here we study such figures as Ignatius Donnelly, Archbishop John Ireland, James J. Hill, Frances Densmore, F. Scott Fitzgerald, Sinclair Lewis, Orville Freeman, Hubert Humphrey, Eugene McCarthy, Walter Mondale and Bob Dylan. The course features guest lectures, several field trips, novels, music and regular class discussions. Students with interests in specific topics in Minnesota's history are encouraged to use the course as a means of developing a thorough understanding of these interests or themes.

Hist 3841 American Business History

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

Instructor: Green, George David !!Morse Alumni Award!!

Description: The course discusses the place of business in the American economy, society, culture and political system, as well as the history of internal business development from the small family firm toward the large multi-divisional and multi-national firm so prominent today. We look closely at early merchant capitalism, development of transportation systems (especially railroads), industrialization and the rise of big business in the late 19th century, increasing government regulation of business and the politics behind it, and the emergence and influence of the modern corporation. Included will be nine half-hour TV programs created by the instructor, featuring such leading figures as Samuel Slater (early textile industry), James J. Hill, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, Henry Ford and Alfred Sloan (of General Motors). Students have the choice of writing four short papers on assigned readings (and no final exam), or two of those papers plus an essay final exam.

Class time: 70% lecture, 10% Closed Circuit TV, 20% Discussion

Work load: 100 pages of reading per week, 10 pages of writing per semester, 1 exams, 2 papers, option of 4 papers (20 pg total) and no final exam

Grade: 40% final exam, 60% written reports/papers

Exam format: essays, from set of questions given out a week beforehand

Hist 3864 African American History, 1619-1865

(Sec 001); Credit will not be granted if credit has been received for: AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864, AFRO 3864; 4 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Mayes, Keith A

Description: This course will explore the period between the forced migration of Africans to British mainland North America and end with their struggle for freedom during the Civil War. We will examine the Atlantic Slave Trade and the slave-trading societies in west Africa; the development of black life in the

southern, middle, and New England colonies; colonial slavery and the changing legal status of blacks; work and labor; the founding fathers and the contradictions of slavery; the first emancipation and the development of the free black community; the rise of plantation slavery and the domestic slave trade; rebellions and resistance; slave culture; and black abolitionism and the demise of slavery. We will pay close attention to questions of miscegenation, identity, memory, and the formation of what became known as Black America by examining the central question: How did this variegated group African peoples along with Native Americans, and whites create a distinctly new people called African-Americans?

Hist 3940 Topics in Asian History: Hmong History Across the Globe

(Sec 001); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom

Instructor: Lee, Mai Na M.

Description: Since 1975, over 200,000 Hmong have been forced into exile in the West, the majority to the United States, creating a culture and identity in diaspora that is unique and transnational. This course examines Hmong interaction with lowland Southeast Asian states (Laos & Vietnam) and Western colonial powers (French & American) since 1800. Of notable interest are the changes to Hmong religious beliefs, and social, political, gender and ethnic identity as they struggle for cultural and linguistic survival in SE Asia and in America. We will also look at Hmong efforts to maintain their dream of political autonomy in the midst of integration and assimilation in American society, becoming one among many Asian American groups.

Class time: 50% lecture, 50% Discussion

Work load: 75-85 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers

Hist 3980W Supplemental Writing in History

(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

Hist 4071 History of Rome to 78 B.C.

(Sec 090); 3 cr; prereq An appropriate introductory course is recommended; meets DELM req of classroom

Instructor: Evans, John Karl

Description: The syllabus can be found at:

<http://www.tc.umn.edu/~evans002/>

Class time: 100% lecture

Work load: 75 pages of reading per week, 2 exams

Grade: 33% mid-semester exam(s), 67% final exam

Exam format: take-home essay

Course URL: <http://www.tc.umn.edu/~evans002/>

Hist 4961W Major Paper

(Sec 001, 090); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: The major paper seminar is the capstone course for history majors. After spending many semesters reading other scholars' ideas and interpretations, you now have the opportunity to research, analyze, and write your own original work of scholarship. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diaries, newspaper articles, interviews, government documents, etc.,

rather than scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

Hist 5901 Latin America Proseminar: Colonial (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom

Instructor: Chambers, Sarah C

Description: This pro-seminar for graduate students will focus on the historiography of Colonial Latin America. The class will be entirely discussion of readings, and students will take a turn leading discussion. Possible topics to be covered include: pre-columbian societies, the conquest, religion, gender, the economy, and independence movements. Students will have a choice of writing four short reaction papers, or one short paper and a longer review paper. The grading will be based upon 60% written work and 40% class participation. The course will not be web enhanced, but will likely have a listserv for discussion.

Hist 5932 African Historiography and the Production of Knowledge

(Sec 001); 3 cr; A-F only; prereq Major in African history or [grad student, instr consent]; meets DELM req of classroom

Instructor: Isaacman, Allen F !!CLA Distinguished Tchg Awd!!

Description: This course is both an exercise in historiography and an exploration of the methodologies which scholars rely upon to tease out important dimensions of the African past. It focuses on recent analyses of several major themes in the social history of pre-colonial and colonial Africa. The seminar will pay particular attention to the recent scholarship on the daily lives of ordinary men and women in their households, communities and workplaces. Of particular interest is the way women and men, young and old, working, slaves and peasants coped with, and creatively adapted to, and at times, struggled against a system of oppression. The course also critically explores the type of sources which can be used to render audible the voices of people who have long been silenced. We will focus on oral traditions, life histories, archeological records and ways to read colonial texts. Each student will be required to write a short "think" paper as well as a fuller historiography or methodological essay. Among the texts we will read are Jean Allman and Victoria Tashjian, "I will not eat stone," Keletso Atkins, "The moon is dead. Give us our money," Susan Geiger, "Tanu women," Jonathon Glassman, "Feasts and Riots," Elias Mandala, "Work and control in a peasant economy," Steve Feierman, "Peasant Intellectuals," and Jan Vansina, "Oral traditions as history."

History of Science and Technology

381 Physics: 612/624-7069

HSci 1715 Technology and Civilization: Waterwheels to the Web

(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Misa, Thomas J

Description: HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations

between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

Class time: 65% lecture, 35% Discussion

Work load: 10-50 pages of reading per week, 2 exams, 2 papers

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

Exam format: Short identifications and essay

HSci 1814 Revolutions in Science: The Babylonians to Newton (Sec 001); Credit will not be granted if credit has been received for: HSCI 3814, HSCI 3814; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Shapiro, Alan E

Description: This first semester of a two-semester course intended for undergraduates is devoted to science from antiquity through the Scientific Revolution. The development of the various sciences (for example, physics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The first part of the course covers Babylonian, Egyptian, and Greek science with a brief transition on the middle ages, and the second part the development of modern science in the Scientific Revolution, 1500-1725. Euclid, Aristotle, Galileo, and Newton are among the scientists studied. In addition to the mid-term and final exams, students are assigned two take-home essay questions (3 to 5 pages long) ten days before they are due. These essays serve to synthesize the material covered in class and readings and do not require additional research or reading. Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as repeating an old experiment or making a scientific instrument.

Class time: 75% lecture, 25% Discussion

Work load: 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers, 12 pages of writing includes papers, not exams

Grade: 15% mid-semester exam(s), 30% final exam, 45% written reports/papers, 10% class participation

Exam format: Essay, short prose answer

HSci 1815 Revolutions in Science: Lavoisier, Darwin, and Einstein

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3815, HSCI 3815; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Allchin, Douglas

Description: We use case studies to explore the origins of science as practiced and understood in our culture today. We discuss the historical roots of methods, ideas and institutions; how science has been shaped by cultural contexts and individuals; and how the public role of science developed. We aim to develop critical thinking skills, not merely knowledge of content. We focus especially on understanding science, the nature of science and its cultural role, as well as developing historical perspective. Several historical simulations foster appreciation of historical context.

Class time: 30% lecture, 40% Discussion, 30% interactive lecture/discussion

Work load: 20 pages of reading per week, 16 pages of writing

per semester, 4 papers, see website for options

Grade: 0% see website for options

Course URL: <http://www.tc.umn.edu/~allch001/1815>

HSci 1905 Freshman Seminar

(Sec 002); 2 cr; A-F only; prereq Fr with no more than 30 cr or FRFY; meets DELM req of classroom

Instructor: Alexander, Jennifer Karns

Description: For centuries humans have tried to create artificial people. This course covers the history of artificial people, from medieval attempts to create them through magic, to modern attempts through robotics, cybernetics, and bioengineering.

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

Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 papers

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Exam format: We will not have exams.

HSci 3211 Biology and Culture in the 19th and 20th Centuries

(Sec 001); Credit will not be granted if credit has been received for: HSCI 5211, HSCI 5211; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Borrello, Mark E

Description: The purpose of this course is to explore the development of the biological sciences from the 19th century naturalist tradition to the experimental, quantitative science of the 20th century. The course will focus on the areas of evolutionary biology, genetics, molecular biology and behavioral biology among others. From the outset, all of the varied branches of biology interacted in complex ways, yet each pursued its own set of questions and developed unique methods to investigate them. Through the examination of some of the key figures and advancements in biology we will develop a clearer understanding of the process of science. We will also pay close attention to the dynamic relationship between the science and the historical and cultural context within which they developed. The course will be divided into three sections. In the first section we will look at the naturalist tradition as represented in the work of Charles Darwin and A.R. Wallace and the early work in embryology and developmental biology. In the second section we'll look at the development of genetics and its relation to evolutionary theory; and attempt to understand the complicated relationship between genetics and eugenics. Finally, we'll examine the recent history of molecular biology and the attempts to reconnect the study of genetics, development and evolution. This course provides an opportunity for the investigation of into the connections between biology and the broader cultural, economic and political contexts.

Class time: 50% lecture, 50% Discussion

Work load: 50-100 pages of reading per week, Three short essays (4-6 pages) and a final exam plus a series of quizzes. Students will be required to lead class discussions at least once in the course of the semester, and participate in discussion every day.

HSci 3244 History of Ecology and Environmentalism

(Sec 001); Credit will not be granted if credit has been received for: HSCI 5244, HSCI 5244; 3 cr; meets DELM req of classroom

Instructor: Burba, Juliet M

Description: This course will examine the history of ecology as a scientific discipline, historical applications of ecology, and history of environmental ideas and movements that have called themselves "ecological" in the modern western world. Topics will include colonial expansion and ecology, ecology and evolutionary theory, conservation versus environmentalism, urban ecology, ecology and politics, and aspects of the late-twentieth century environmental movement.

Class time: 50% lecture, 50% Discussion

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

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

Exam format: Essay and short answer

HSci 3331 Technology and American Culture

(Sec 001); Credit will not be granted if credit has been received for: HSCI 5331, HSCI 5331, HSCI 5331; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: STAFF

Description: Technology plays a central role in American culture, from 18th century automated flour mills to the X-files. We'll explore the inventions that have shaped American history as well as the history that shaped the gadgets in lectures, discussions, video and on the world-wide web and analyze the consequences in contemporary life. While no technical expertise is required to complete the course, you'll learn enough to make you capable of dealing with technological issues as a citizen, scholar, and consumer.

HSci 3333V Honors Course: Issues in Twentieth Century

American Science and Technology (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Science and technology were defining elements in twentieth-century American life in the United States and indeed in much of the world. Using case studies involving such topics as eugenics as well as comparative studies of technology in the Soviet Union and the United States in the 1930s, and an analysis of post-war attitudes toward atomic and other sciences, we will explore some of the ways in which science has influenced American culture and the reciprocal kinds of expectations that have pushed forward and also reacted against some aspects of science and technology. Most units of the course will have on-line assignments, short readings, film and slide presentations and one-page response papers. There will be a mid-term and final examination. The class members will meet together for lectures, films, and similar activities, with one smaller discussion group meeting at the end of each week. Evaluation will take into consideration class and group participation, written assignments, and the examinations.

Class time: 57% lecture, 33% Discussion, 10% small group discussions

Work load: 30-50 pages of reading per week, 2 exams, various writing assignments including one-page response papers, microthemes, ethics research paper (maximum 8 pages)

Exam format: essay and short answer

HSci 3715 Technology and Civilization: Waterwheels to the Web

(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Misa, Thomas J

Description: HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies

related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

Class time: 65% lecture, 35% Discussion

Work load: 10-50 pages of reading per week, 2 exams, 2 papers

Exam format: Short identifications and essay

(esp. Germany) and the United States.

Class time: 50% lecture, 50% Discussion

Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% in-class presentations, 25% class participation

Exam format: Essay exams

HSci 3814 Revolutions in Science: The Babylonians to Newton (Sec 001-007); Credit will not be granted if credit has been received for: HSCI 1814, HSCI 3814, HSCI 1814, HSCI 3814, HSCI 1814, HSCI 1814; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Shapiro, Alan E

Description: This first semester of a two-semester course intended for undergraduates is devoted to science from antiquity through the Scientific Revolution. The development of the various sciences (for example, physics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The first part of the course covers Babylonian, Egyptian, and Greek science with a brief transition on the middle ages, and the second part the development of modern science in the Scientific Revolution, 1500-1725. Euclid, Aristotle, Galileo, and Newton are among the scientists studied. In addition to the mid-term and final exams, students are assigned two take-home essay questions (3 to 5 pages long) ten days before they are due. These essays serve to synthesize the material covered in class and readings and do not require additional research or reading. Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as repeating an old experiment or making a scientific instrument.

Class time: 75% lecture, 25% Discussion

Work load: 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers, 12 pages of writing includes papers, not exams

Grade: 15% mid-semester exam(s), 30% final exam, 45% written reports/papers, 10% class participation

Exam format: Essay, short prose answer

HSci 3815 Revolutions in Science: Lavoisier, Darwin, and Einstein

(Sec 001); Credit will not be granted if credit has been received for: HSCI 1815, HSCI 3815, HSCI 1815, HSCI 3815, HSCI 1815, HSCI 1815; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Allchin, Douglas

Description: We use case studies to explore the origins of science as practiced and understood in our culture today. We discuss the historical roots of methods, ideas and institutions; how science has been shaped by cultural contexts and individuals; and how the public role of science developed. We aim to develop critical thinking skills, not merely knowledge of content. We focus especially on understanding science, the nature of science and its cultural role, as well as developing historical perspective. Several historical simulations foster appreciation of historical context.

Class time: 30% lecture, 40% Discussion, 30% interactive lecture/discussion

Work load: 20 pages of reading per week, 16 pages of writing per semester, 4 papers, see website for options.

Course URL: <http://www.tc.umn.edu/~allch001/1815>

HSci 4060 Special Topics in History of Technology (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Alexander, Jennifer Karns

Description: "Biomechanics, Biotechnology, Bioethics." This course covers the development of technologies to enhance the human body and human physical performance; ergonomics, technologies of occupational health, and bioengineering; the use of technologies to improve performance in athletics and sports. The focus will be on twentieth-century developments in Europe

HSci 4111 History of 19th-Century Physics

(Sec 001); Credit will not be granted if credit has been received for: PHYS 4111; 3 cr; prereq general physics or instr consent ; meets DELM req of classroom

Instructor: Janssen, Michel

Description: In this class we will study the development of thermodynamics and the kinetic theory of gases and of optics and electromagnetism in the 19th century. While the main focus is on the conceptual developments, we will also look at the biographies of the physicists who made the key contributions and at the institutions that enabled them to do so and that in many cases they themselves helped found. We also pay attention to national differences (particularly between England, France, the German states, and the US). Some of the main characters are: Carnot, Joule, W. Thomson (Lord Kelvin), Clausius, Helmholtz, Boltzmann, Young, Fresnel, Faraday, Maxwell, Hertz, and Lorentz. At the end of the semester, we will study the discoveries in the 1890s (especially X-rays, radioactivity, and the electron) that helped usher in the relativity and quantum revolutions of the 20th century. There will be a WebCT course site with the syllabus, almost all the readings, and lecture notes.

Class time: 90% lecture, 10% Discussion

Work load: 80 pages of reading per week, 15-20 pages of writing per semester, three take home exams with three short-essay questions each (answers 1.5 to 2 pages double-spaced)

Grade: 25% class participation, 75% three take-home exams worth 25% each

Exam format: take-home short-essay questions

HSci 5211 Biology and Culture in the 19th and 20th Centuries

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3211; 3 cr; meets DELM req of classroom

Instructor: Borrello, Mark E

Description: The purpose of this course is to explore the development of the biological sciences from the 19th century naturalist tradition to the experimental, quantitative science of the 20th century. The course will focus on the areas of evolutionary biology, genetics, molecular biology and behavioral biology among others. From the outset, all of the varied branches of biology interacted in complex ways, yet each pursued its own set of questions and developed unique methods to investigate them. Through the examination of some of the key figures and advancements in biology we will develop a clearer understanding of the process of science. We will also pay close attention to the dynamic relationship between the science and the historical and cultural context within which they developed. The course will be divided into three sections. In the first section we will look at the naturalist tradition as represented in the work of Charles Darwin and A.R. Wallace and the early work in embryology and developmental biology. In the second section we'll look at the development of genetics and its relation to evolutionary theory; and attempt to understand the complicated relationship between genetics and eugenics. Finally, we'll examine the recent history of molecular biology and the attempts to reconnect the study of genetics, development and evolution. This course provides an opportunity for the investigation of into the connections between biology and the broader cultural, economic and political contexts.

Class time: 50% lecture, 50% Discussion

Work load: 50-100 pages of reading per week, Three short essays (4-6 pages) and a final exam plus a series of quizzes.

Students will be required to lead class discussions at least once in the course of the semester, and participate in discussion every day.

HSci 5244 History of Ecology and Environmentalism (Sec 001); Credit will not be granted if credit has been received for: HSCI 3244; 3 cr; meets DELM req of classroom
Instructor: Burba, Juliet M

Description: This course will examine the history of ecology as a scientific discipline, historical applications of ecology, and history of environmental ideas and movements that have called themselves "ecological" in the modern western world. Topics will include colonial expansion and ecology, ecology and evolutionary theory, conservation versus environmentalism, urban ecology, ecology and politics, and aspects of the late-twentieth century environmental movement.

Class time: 50% lecture, 50% Discussion

Work load: 80-100 pages of reading per week, 30 pages of writing per semester, 2 exams

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

Exam format: Essay and short answer

HSci 5331 Technology and American Culture (Sec 001); Credit will not be granted if credit has been received for: HSCI 3331, HSCI 3331; 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: Technology plays a central role in American culture, from 18th century automated flour mills to the X-files. We'll explore the inventions that have shaped American history as well as the history that shaped the gadgets in lectures, discussions, video and on the world-wide web and analyze the consequences in contemporary life. While no technical expertise is required to complete the course, you'll learn enough to make you capable of dealing with technological issues as a citizen, scholar, and consumer.

HSci 5993 Directed Studies

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study.

HSci 5994 Directed Research

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Student may contact instructor or department for information.

Hmong

453 Folwell Hall: 612/625-6534

Hmng 1011 Beginning Hmong

(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 3022, HMNG 4001, HMNG 4001; 5 cr; meets DELM req of classroom

Instructor: LeYang, Maxwell

Description: Beginning Hmong 1011 is a course that teaches Hmong to true beginners (native speakers and non-native speakers). Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offers on Monday and Wednesday. The contents of Beginning Hmong 1011 include an exposure to the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will familiarize students with Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts The text for the course is Phau Xyaum Nyeem Ntawv

Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the Text at Paradigm.

Class time: 50% lecture, 5% Closed Circuit TV, 25% Discussion, 20% class and project activities

Work load: 2 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers

Grade: 30% final exam, 30% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% Project

Exam format: multiple choice, short answers, true/false

Hmng 1015 Accelerated Beginning Hmong

(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 4005, HMNG 4005; 5 cr; prereq Ability in basic spoken Hmong; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed for students who have ability in basic spoken Hmong and want to increase their oral skills and develop reading and writing skills. The course will include a review of proper grammar and usage, practice in reading and writing, as well as an introduction to the Hmong literature and other formal writing. The course will also include topics on Hmong culture.

Hmng 4001 Beginning Hmong

(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 1011, HMNG 3022; 3 cr; prereq Grad student; meets DELM req of classroom

Instructor: LeYang, Maxwell

Description: This 4xxx-level course is a special option for graduate or professional students to take the 1xxx-level Beginning Hmong course for reduced credits. If you are a graduate or professional student, you may register for Beginning Hmong under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for HMNG 1011. Beginning Hmong 4001 is a course that teaches Hmong to true beginners (native speakers and non-native speakers). Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offers on Monday and Wednesday. The contents of Beginning Hmong 4001 include an exposure to the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will familiarize students with Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts The text for the course is Phau Xyaum Nyeem Ntawv Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the Text at Paradigm.

Class time: 50% lecture, 5% Closed Circuit TV, 25% Discussion, 20% class and project activities

Work load: 2 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers

Grade: 30% final exam, 30% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% Project

Exam format: multiple choice, short answers, true/false

Hmng 4003 Intermediate Hmong

(Sec 050); Credit will not be granted if credit has been received for: HMNG 3021; 3 cr; prereq 4002, grad student; meets DELM req of classroom

Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 3xxx-level Intermediate Hmong course for reduced credits. If you are a graduate or professional student, you may register for Intermediate Hmong under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for HMNG 3021. See the course guide description for HMNG 3021.

Honors Seminar

20 Nicholson Hall: 612/624-5522

HSem 2010H Honors Seminar: The Psychology of Paranormal Phenomena

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Fletcher, Charles R

Description: Research has shown that most Americans hold one or more supernatural, paranormal or pseudoscientific beliefs. These include beliefs in mind reading, fortune telling, psychokinesis, remote viewing, therapeutic touch, out-of-body experiences, alien abduction, and cryptozoology. This course has two goals: The first is to introduce students to critical thinking and behavioral research methods. The second is to critically evaluate the evidence for a variety of supernatural, paranormal and pseudoscientific claims. Students will design and carry out their own experimental tests of these claims. The course will also include a guest lecture and demonstration by a local psychic. Reading per week: 40 Pages. Three written papers (3-5 pages each), one group presentation, 4 quizzes.

HSem 2020H Honors Seminar: American Culture and Politics

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: May, Lary L !!Morse Alumni Award!!

Description: This course explores the relationship between public life, citizenship and nationality in the United States since 1940 as mediated through popular art. We will focus on the changing definitions of "freedom," namely what it means to be a citizen and American, what is included and excluded in these definitions as a result of struggles over power and authority. The era since World War II provides an ideal time period for examining these issues, for it was over that time that the nation became an international power, while a new consumer culture and domestic ideal became linked to American identity and Cold War politics. The popular culture was one of the most important arenas where these challenges found expression. How a Cold War culture emerged, how it was challenged and how that disruption stimulated a popular backlash will be the focus of our attention. Artists and celebrities, film noir, rock and roll and country music will be explored to help answer questions that concern scholars who study both politics and the arts.

HSem 2030H Honors Seminar: King Arthur in Romance and Film

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Wakefield, Ray M

Description: The master narrative of King Arthur's exploits is among the oldest in the post-classical Western tradition, dating from historical developments in the 5th century CE. This seminar will explore the transformation of medieval history and Arthurian romance into modern novels and films. Readings will come from medieval romances (in English translation), medieval histories, Sir Thomas Malory, and T. H. White. The films will include classics by Bergman and Disney as well as more recent cinema by Glenville, Rohmer, Monty Python, and Boorman. Students will investigate the character of Arthurian narrative in its medieval context and assess the transformation of the master narrative for modern audiences. Students will also participate in the production of final projects, demonstrating through the description of a cinematic scene how they would accomplish the transformation of medieval Arthuriana for modern reception.

Work load: 50 pages of reading per week, 10 pages of writing per semester

Grade: 40% written reports/papers, 30% class participation, 30% 2 oral exams

HSem 2040H Honors Seminar: Working in the USA: Literature, Film, Photography

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Rabinowitz, Paula

Description: This seminar explores the literary, cinematic and musical representations of work and workers in America since the mid-19th century. As part of the growing field of working-class studies, it considers the variety of work-wage labor and slave labor-performed by the citizens, slaves, immigrants, aliens, and other residents during the period of U. S. emergence as an agricultural and industrial power through the current post-industrial age. As a course focused on how labor is represented, it considers cultural constructions of the actions and activities of work as essentially a project of creation-not only of goods and services-but of ideas, ideologies and practices that contribute to seeing what is meant to remain invisible: the efforts of humans to alter our world. We will be at once intensive and wide-ranging in our sources and methods as we try to determine "what work is," (Philip Levine) who workers are and how workers are constructed and define themselves. Because the forces of capital are global, the course will, of necessity, consider transnational migrations of workers and factories

HSem 3010H Honors Seminar: Business Organizations:

Governance, Society & Law

(Sec 002); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Babaeva, Gulzar

Description: This class explores various topics relating to business organizations, including its internal and external governance and regulation, and its impact on society. We will first begin by having an introduction to business organizations and examining different types of business entities. Next, we will discuss whether government regulation of businesses are necessary, excessive, or detrimental to the fundamental concept of business. The class will also examine whether corporate social responsibility in our current world is a realistic or an altruistic thought. Similarly, we will explore the duties and responsibilities of corporate officers and directors to its shareholders and the society especially in the wake of Enron and similar cases.

Class time: 40% lecture, 50% Discussion, 10% Student presentations

Work load: 200 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers

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

HSem 3020H Honors Seminar: Sexuality and the Self

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Clark, Anna Kirsten

Description: In the past, how has sexual desire defined how people understand the self? Did sexual desire determine people's identities? Did people have free will if they could not control their desires? This class will explore these themes through historical ?confessions, ? or autobiographies, fiction, and case studies. We will begin with the ancient Greeks, who understood sex in a very different way than we do today. We will then study St. Augustine, who was tormented by involuntary arousal. We will then read the philosopher Jean-Jacques Rousseau's Confessions, about his sexual adventures. Sigmund Freud will also be studied, because he claimed people were motivated by unconscious sexual desires. Walt Whitman will be another topic. We will also read novels such as Oscar Wilde's Portrait of Dorian Gray, Nella Larsen's Passing, Radclyffe Hall's The Well of Loneliness, and Doris Lessing's The Golden Notebook. . It requires three 2-3 page papers and a 10-15 page research paper, and is a seminar based on discussion.

Work load: 15-20 pages of writing per semester, 3 papers

HSem 3030H Honors Seminar: Religion and the Founders:**Contests over Belief in**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Fischer, Kirsten

Description: What religious beliefs did the "Founding Fathers" have and how and why should this matter to Americans today? This 3-credit Honors Seminar explores the religious beliefs of leading figures during the founding of the United States as well as some of the heated debates since then over what those beliefs were and what they should mean for the nation. We will examine the beliefs of prominent figures such as Thomas Jefferson, John Adams, James Madison, Benjamin Franklin, George Washington, and Thomas Paine, as well as the role of religion in the lives of less famous Americans. We will investigate some of the historical and contemporary contests over how to interpret the role of religion in the founding era. We will compare the claims of historians, think-tank pundits, and a Supreme Court justice with our own research findings, and we will analyze the relationship between religious beliefs, political convictions, and histories of religion.

Work load: 60-150 pages of reading per week, 15-20 pages of writing per semester, 3 papers, 2 presentations to the class

HSem 3050H Honors Seminar: Hard Times and Bad Behavior:**Homelessness and Marg**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Gowan, Teresa

Description: Hard Times and Bad Behavior: Homelessness and Marginality in the United States. This class will examine several zones of "low life" through the first-person accounts of impoverished Americans themselves, as well as those of the reformers, academic experts, authors, and musicians who have interpreted, analyzed, or condemned them. As we read about contemporary Americans "on the skids" and "behind ghetto walls," we will trace some enduring themes within marginality in the United States. Particular emphasis will be paid to the rootlessness encouraged by the American economy, the love-hate relationship between elites and marginal populations in popular culture, and the complex mixture of freedom and deprivation experienced by people living on the edge. Interested students should be aware that the perspective presented in this class may differ considerably from what you might expect from the subject matter. This is neither a "social problems" nor a criminology class, but instead an examination of the cultural aspects of homelessness and related forms of marginality which draws on a very wide variety of materials from the 1880s onwards. There is a substantial emphasis on historical topics such as great tramp scare, the homeless orphans and street prostitutes of old New York, the "Wobblies" (the IWW), Charlie Chaplin, the Great Depression, and the romanticization of homelessness by the Beats and the counterculture.

Work load: 50-75 pages of reading per week, 25-30 pages of writing per semester, 1 exams

Grade: 40% final exam, 20% class participation, 40% Blog entries

HSem 3060H Honors Seminar: Women in the US Congress

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Pearson, Kathryn Lynn

Description: Seventy-one women serve in the U.S. House of Representatives and 16 serve in the U.S. Senate. This seminar explores the ways in which congresswomen affect representation and policy making, along with the factors that enhance and constrain women's election to Congress and women's influence inside Congress. We focus on gender dynamics in congressional elections, representation, the legislative process, and the pursuit of power inside Congress. Although the number of congresswomen has increased during the last two decades-only 25 women served in the U.S.

Congress twenty years ago-women remain underrepresented. We begin the course by studying gender differences in candidate emergence and congressional elections. Next, we ask whether congresswomen and congressmen advocate different policy agendas and issue positions. We consider the representational implications of the gender differences we uncover, including substantive policy differences and non-policy benefits that are conferred to citizens when women occupy positions of political power. We analyze the institutional features of Congress, asking how congressional rules and organization help and hinder women pursuing power and policy.

HSem 3070H Honors Seminar: Politics of Eating: Food Society and Culture

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Schurman, Rachel

Description: This course explores many themes connected to food and agriculture, including how we produce food; the different cultural and social meanings people attach to food; food, culture, and body image; the globalization of agriculture; the obesity "epidemic," work in the food sector; the debate over GM food; and movements toward a more sustainable agriculture. The course is built on two key premises: first, that the production, distribution, and consumption of food involve relationships among different groups of people, and second, that one can gain great insights into these social relations and the societies in which they are embedded through a sociological analysis of food. The objective is to teach you to think analytically about something that is so "everyday" that most of us take it for granted: where our food comes from and why, why we eat the way we do, and the relationships involved in our encounters with food.

HSem 3080H Honors Seminar: Interest Groups, Social Movements&American Dem.

(Sec 001); 3 cr; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Strolovitch, Dara

Description: What role do interest groups social movements play in the United States? This course examines interest groups and social movements as agents of democratic representation and political change in American politics and policy-making. Course readings include both empirical work about particular movements and theoretical treatments of key issues. We will examine a wide array of organizations and movements, emphasizing in particular those that represent groups such as racial and ethnic minorities, women, religious conservatives, lesbian, gay, bisexual, and transgender people, and low-income people. We will also address a range of fundamental questions about the emergence, evolution, and impact of interest groups and social movements; about the role of media in interest group and movement politics; about the implications for interest groups and social movement politics of developments such as globalization, the war on terror, and campaign finance reform; about the differences between interest groups and social movements; about the ways in which the agendas, identities, and participants associated with different movements intersect and overlap with one another; and about the relationships between movements and more conventional forms of politics.

Class time: 25% lecture, 75% Discussion

Work load: 100-175 pages of reading per week, 10-20 pages of writing per semester

Grade: 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% in-class presentations, 20% class participation, 10% reading responses

HSem 3090H Honors Seminar: Dawn of Prehistory: Homo Sapiens in Africa&Beyond

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Tracy, James D

Description: In recent, developments in two distinct academic fields (possibly three) have shed new light on the early history of our species. First, among evolutionary anthropologists, while there are still defenders of Multi-Regional Evolution - the idea that modern humans interbred with earlier species native to different continents - there is growing agreement that homo sapiens evolved only once, in Africa, between 150,000 and 200,000 years ago. Second, geneticists have used the human genome to read human history and human migrations backwards from the present. Samples of genetic material from living humans, classed according to the variations at specific nodes of the genome, confirm the theory of an African origin for our species, and have traced out-migrations from Africa beginning 50,000 or 70,000 years ago. Finally, although linguists are skeptical of the idea, some specialists have proposed different ways of tracing all languages past and present back to a common origin, probably in Africa.

your busy schedules. Additionally, depending on your professional background, this course will aid in enhancing your career in any field.

Class time: 18% lecture, 15% Discussion, 67% Laboratory
Work load: 20-40 pages of reading per week, 35 pages of writing per semester, 3 exams, Workbook questions and journal entries
Grade: 40% mid-semester exam(s), 10% written reports/papers, 5% quizzes, 45% lab work
Exam format: T/F, essay, observational
Course URL: <http://webct.umn.edu/>

Horticultural Science

305 Alderman Hall: 612/624-5300

Hort 1001 Plant Propagation

(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: Hoover, Emily E. !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!

Description: The overall objective of Plant Propagation is to teach the principles and practice of asexual and sexual propagation. In the process of learning about how plants are propagated, students will learn the basic biological systems as they relate to plant propagation. A second objective is to teach the scientific method beginning with the hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course students get to propagate hundreds of plants, using techniques ranging from planting seeds through taking cuttings, grafting, and layering. Most of the plants students propagate they get to take home to wow their friends and relatives.

Class time: 50% lecture, 10% Discussion, 40% Laboratory
Work load: 30 pages of reading per week, 30 pages of writing per semester, 4 exams, 12 lab reports

Grade: 40% mid-semester exam(s), 15% final exam, 45% lab work, 0% lab work with written lab reports

Exam format: short answer

Course URL: <http://www.webct.edu>

Hort 1013 Floral Design

(Sec 001); 2 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom

Instructor: Anderson, Neil O.

Description: Floral design is a course to educate students in the creation of professional floral designs to enhance the human experience in a variety of occasions. Floral design is a prime example of a horticulture discipline which encompasses a wide range of subjects across the educational spectrum, such as physics, mechanical engineering, art, history, horticulture, landscape architecture, architecture, liberal arts, music, business, human ecology, food science, biology, botany, ecology, medicine, and mortuary science. Flowers have historically been used to express emotions; we will examine the historic uses of flowers in various civilizations for celebrating human life and death, as well as how these uses influence our current floral design spectrum. Additional features of flowers, such as fragrance, will demonstrate the sensory value of their use. Students from a diverse array of majors, professional interests, and rank across the university (undergraduate, continuing education, MAST, Master of Agriculture, graduate, Regent's Scholars) enroll in Floral Design each year.

Environmental Horticulture undergraduate students may enroll in this class to fulfill a Hort elective. The class is designed to allow your creative and artistic talents blossom as you learn to about the artistic use of flowers. It may be a welcome stress-reliever in

Hort 1031 Vines and Wines: Introduction to Viticulture and Enology

(Sec 001, 002); 3 cr; OPT No Aud; prereq 21 yrs of age by date of 1st class meeting; meets DELM req of classroom

Instructor: Luby, James Joseph

Description: Upon completion of this course, each student will understand and have knowledge of the following concepts: The process of fermentation and its role in wine production; fundamental principles of biology and culture of the grapevine; types of wine and their production differences; the major grape-growing regions of the world, the most important grape cultivars in each region, and the characteristics of the wines produced in these regions; systematic evaluation of wine sensory characteristics; understanding commercial wine labels; the basic aspects of plant anatomy, using the grapevine as a model; the major genetic factors in grapes that contribute to wine quality; how cultural and environmental factors affect wine quality and yield; selection, planting, and cultivation of grapevines in a home garden; current issues involving wine and human health; and current social and legal issues involving wine. Most class sessions will include a combination of lecture, discussion, and sensory evaluation (tasting) sessions. Additionally, students will be expected to review material available online in conjunction with assigned readings. The course will include one scheduled evening field trip to a local winery.

Class time: 20% lecture, 20% Discussion, 20% Laboratory, 30% online material

Work load: 10-30 pages of reading per week, 15-20 pages of writing per semester, 1 papers

Grade: 15% written reports/papers, 55% quizzes, 10% in-class presentations, 5% class participation, 15% problem solving

Exam format: combination of multiple choice, matching, short answer

Hort 3090 Directed Studies

(Sec 001); 2-12 cr; max crs 72, 6 repeats allowed; prereq Nonfr, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Approved field, lab or greenhouse experiences in application of horticultural information and practices.

Hort 4015 Advanced Woody and Herbaceous Plant Topics

(Sec 001); 1 cr; max crs 7, 7 repeats allowed; A-F only; prereq 1015; meets DELM req of classroom

Instructor: Meyer PhD, Mary Hockenberry

Description: Hort 4015, Fall Perennials and Grasses, will focus on identification of perennials and grasses that are especially attractive and useful landscape plants in the late summer and fall. From 10-20 plants will be studied each week, including identification, native habitat and landscape site preferences. Classes will take place at the Minnesota Landscape Arboretum and the majority of time will be spent in the gardens.

Class time: 20% lecture, 80% Laboratory

Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 25% final exam, 50% quizzes

Exam format: plant identification

Hort 4021 Landscape Design and Implementation I

(Sec 001); 4 cr; prereq [1001, 1015] or instr consent ; meets DELM req of classroom

Instructor: Calkins PhD, James Bruce

Description: This course is designed for environmental horticulture majors with specializations in landscape design, landscape maintenance, turf, and nursery production as well as students enrolled in individualized programs, Master of Ag in Horticulture students, and CCE students. Students enrolled in landscape architecture, urban and community forestry, and environmental studies should also find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice and the design of landscapes that are functional, maintainable, environmentally sound, cost effective, and aesthetically pleasing. This approach stresses sustainability as it relates to all phases of landscape development which includes design, implementation, and management. Students will participate in a lecture format that also includes discussion, presentation, and case study. Laboratories will utilize the Department of Horticultural Science Display and Trail Garden and Landscape Design Studio, the St. Paul and Minneapolis campus grounds, and commercial and residential sites. Students will learn about the design process including needs assessment, site survey and analysis, concept plan development, plant selection, and the development of draft and completed designs. Presentation techniques including lettering, graphics, and plan layout will also be covered. Students will apply these concepts through the development of design solutions for a variety of residential and commercial sites.

Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 6 pages of writing per semester, 6-7 design problems, quizzes and postings
Grade: 15% written reports/papers, 5% class participation, 80% design projects
Course URL: <http://www.sustland.umn.edu>

Hort 4021 Landscape Design and Implementation I (Sec 003); 4 cr; prereq [1001, 1015] or instr consent ; meets DELM req of classroom

Instructor: Weisenhorn, Julie Edith
Description: This course is designed for environmental horticulture majors with specializations in landscape design, landscape maintenance, turf, and nursery production as well as students enrolled in individualized programs, Master of Ag in Horticulture students, and CCE students. Students enrolled in landscape architecture, urban and community forestry, and environmental studies should also find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice and the design of landscapes that are functional, maintainable, environmentally sound, cost effective, and aesthetically pleasing. This approach stresses sustainability as it relates to all phases of landscape development which includes design, implementation, and management. Students will participate in a lecture format that also includes discussion, presentation, and case study. Laboratories will utilize the Department of Horticultural Science Display and Trail Garden and Landscape Design Studio, the St. Paul and Minneapolis campus grounds, and commercial and residential sites. Students will learn about the design process including needs assessment, site survey and analysis, concept plan development, plant selection, and the development of draft and completed designs. Presentation techniques including lettering, graphics, and plan layout will also be covered. Students will apply these concepts through the development of design solutions for a variety of residential and commercial sites.

Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 6 pages of writing per semester, 3 exams, 6-7 design projects
Grade: 8% mid-semester exam(s), 4% final exam, 6% written reports/papers, 2% class participation, 80% design projects
Exam format: true/false, multiple choice, short answer
Course URL: <http://www.sustland.umn.edu>

Hort 4061W Turfgrass Management (Sec 001); 3 cr; A-F only; prereq [1001, SOIL 2125] or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Watkins, Eric
Description: This course will focus on the basics of turfgrass

management. Students will learn the basic principles of turfgrass growth and development, establishment, fertilization, mowing, cultivation, and irrigation. Students will also be trained in turfgrass species identification and common turfgrass management calculations.

Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 15 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 20% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% special projects, 10% quizzes, 5% in-class presentations, 5% class participation, 10% lab work
Exam format: short answer, essay

Hort 4062 Turfgrass Weed and Disease Science (Sec 001, 002); 3 cr; A-F only; prereq 4061, PIPa 2001; meets DELM req of classroom

Instructor: Watkins, Eric
Description: The purpose of this course is to familiarize students with turfgrass weed and disease problems and provide them with the knowledge to deal with these problems using an integrated approach. Students will learn the biology, identifying features, and management strategies for several important turfgrass diseases and weeds. Students will also learn how to apply IPM principles to turfgrass weed and disease problems.

Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 5 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% quizzes, 5% in-class presentations, 5% class participation, 20% lab work, 5% problem solving
Exam format: short answer, essay

Hort 4062 Turfgrass Weed and Disease Science (Sec 001, 002); 3 cr; A-F only; prereq 4061, PIPa 2001; meets DELM req of classroom

Instructor: Watkins, Eric
Description: The purpose of this course is to familiarize students with turfgrass weed and disease problems and provide them with the knowledge to deal with these problems using an integrated approach. Students will learn the biology, identifying features, and management strategies for several important turfgrass diseases and weeds. Students will also learn how to apply IPM principles to turfgrass weed and disease problems.

Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 5 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% quizzes, 5% in-class presentations, 5% class participation, 20% lab work, 5% problem solving
Exam format: short answer, essay

Hort 4071W Applications of Biotechnology to Plant Improvement (Sec 001); 4 cr; prereq [Biol 1009 or equiv or grad student], instr consent ; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Smith, Alan G
Description: This course is an introduction to the fundamentals of plant genetics and biotechnology. Class time includes lectures, labs and discussion. Lectures introduce material for understanding the application of genetics and biotechnology for the production and improvement of plants for human use. Labs are hands-on exercises in crossing plants, analysis of phenotypes and segregation data, the use of plant tissue culture for propagation and gene introduction, DNA isolation, manipulation and analysis, molecular cloning, and the use of genetically modified crops. The discussion portion of the class focuses on the principles of citizenship and ethics and developing skills in these areas to make informed decisions.

Class time: 33% lecture, 33% Closed Circuit TV, 34% Discussion
Work load: 15 pages of reading per week, 10 pages of writing per semester, 2 exams, 5 papers, Written lab reports, 4 lecture

quizzes, 9 lab quizzes

Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% quizzes, 35% lab work

Exam format: Short answer and essay

Hort 4072 Growing Plants Organically: What It Means To Be Green

(Sec 001); 3 cr; prereq 1001 or Biol 2022 or PBio 3XXX or equiv, jr or sr or instr consent; meets DELM req of classroom

Instructor: Markhart III, Albert Henry !!COAFES Distinguished Tchg Awd!!

Description:

Class time: 30% lecture, 30% 30% student presentations; 10% Video tape

Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 papers

Grade: 25% written reports/papers, 25% special projects, 20% in-class presentations, 30% lab work

Course URL: <http://webct>

Hort 4096 Professional Experience Program: Internship

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, instr consent, completed internship contract; meets DELM req of classroom

Instructor: STAFF

Description: Professional experience in horticulture firms or government agencies through supervised practical work. Students required to produce a paper/project worked out between you, advisor, employer. Must work a minimum of 400 hours.

Hort 4141W Nursery Management

(Sec 001); 4 cr; A-F only; prereq 1001 or 1015 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Gillman, Jeffrey Hays

Description: This course will cover the basics of nursery production including such things as irrigation, fertilization and soil management. Other topics that will be discussed include propagation, unique growing systems, and others.

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

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, weekly discussion papers

Exam format: multiple choice and essay

Course URL: <http://www.tre.umn.edu>

Hort 5018 Landscape Operations and Management

(Sec 001, 002); 3 cr; prereq 1001 or instr consent ; meets DELM req of classroom

Instructor: Calkins PhD, James Bruce

Description: This course is designed for environmental horticulture majors, but should also be of interest to students enrolled in landscape architecture, urban and community forestry, environmental studies, and related disciplines. The information covered in lecture will be expanded upon through class discussion and hands-on laboratory experiences. Laboratories will utilize the Department of Horticultural Science Display and Trial Garden and the St. Paul campus grounds. Students will expand their knowledge of landscape operations and maintenance activities associated with environmental horticulture and other segments of the green industry. Students will also develop a deeper and more integrated understanding of information learned in past and future courses through discussion, observation, and participation in a variety of hands-on tasks. Maintenance operations related to woody plants (trees and shrubs), herbaceous plants (annuals and perennials), and turf will all be included. Some primary areas of study will include: site survey & analysis, plant identification, plant selection, planting and establishment, mulching, staking, pruning, fertilization, turf maintenance (including seeding, sodding, aeration and renovation), equipment and equipment calibration, and irrigation. Contemporary topics becoming of increasing importance within the green industry, including

sustainable (low input, organic) methods and prairie, woodland, and wetland maintenance practices will also be covered.

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

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

Grade: 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 35% special projects, 10% class participation

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

Hort 5071 Restoration and Reclamation Ecology

(Sec 001); 3 cr; prereq Biol 2022 or Biol 3002, Biol 1001 or Biol 3407 or equiv or instr consent ; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Galatowitsch, Susan M !!COAFES Distinguished Tchg Awd; Grad and Prof Teaching Award!!

Description: Ecological and physiological concepts are explored as a basis for regenerating grasslands, wetlands, forests and other landscapes. The extent to which restorations have succeeded or failed is often a reflection of the state of our understanding of ecological processes. Half of the course introduces students to the ecological and physiological concepts relevant to land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration has depended on scientific predictions vs. trial and error to develop cultural practices. The other half of the course provides students with an in-depth view of the restoration of specific kinds of ecological communities. For each ecommunity, students are provided with information on the history of restoration, the impetus for restorations (cultural, political), and the range of restoration practices and desired outcomes, and major limitations to success. Field visits are scheduled for the second half of the course.

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

Work load: 40 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers

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

Exam format: MC and essay

Hort 5090 Directed Studies

(Sec 001); 1-6 cr; max crs 18, 18 repeats allowed; prereq 8 cr upper div Hort courses, instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

Human Factors

220 Cooke Hall: 612/625-5300

HumF 3505 Intro to Human-Centered Design

(Sec 001); Credit will not be granted if credit has been received for: KIN 5505, HUMF 5505, HUMF 5505; 3 cr; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: Human-centered design (also termed user-centered design, usability engineering, human engineering or universal design) is an interdisciplinary area of design study that focuses on how design can be tailored to address, accommodate, and meet human expectations, capabilities, needs, and limitations. The rationale for the course is that 'good

design makes things work better and last longer, helps make people and business more productive, and reduces discomfort and waste.' The basic premise for the course is that 'good' design means human-centered design (HCD). The course will address this premise from a number of different perspectives, considering HCD of fabricated artifacts, human-computer interfaces, built environments, and complex sociotechnical and organizational systems and environments. The course will offer a diverse mix of lecture, open discussion, design analysis projects, guest speakers, field site visits and evaluations, and differing cultural approaches to design.

Class time: 40% lecture, 20% Discussion, 40% student presentations

Work load: 40 pages of reading per week, 60 pages of writing per semester, 2 papers, 4 student team presentations

Grade: 75% written reports/papers, 25% in-class presentations

HumF 5001 Foundations of Human Factors/Ergonomics (Sec 001); Credit will not be granted if credit has been received for: KIN 5001, HUMF 5001, KIN 5001, KIN 5001; 3 cr; A-F only; prereq Enrollment in good standing, grad HumF minor; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: The course will address these issues in the following contexts: Consumer Product Design; Cognitive Performance and Learning, Psychomotor Performance, Behavioral Cybernetics of Human Performance; Effects of Perturbed Sensory Feedback on Performance; Machine and Tool Performance; Interactive Performance with Complex Technological Systems (Human/Computer; Human/Robot); Occupational Performance and Safety; Social and Team Performance; Organizational Performance; and Performance of Complex Sociotechnical Systems (Aerospace, Educational, Manufacturing, Transportation, Community and Health Systems. Field tours of selected private sector operations are provided to complement classroom activities. Course assignments encompass a series of class presentations, reports, and term projects dealing with HF/E analyses of consumer product design, design of complex sociotechnical systems and job/workplace design features and issues. The course represents the core course in the campus-wide, interdisciplinary Human Factors Minor Program, and is intended for graduate and upper-level undergraduate students with an interest in the conceptual and practical aspects of HF/E science.

Class time: 40% lecture, 10% Discussion, 50% student team presentations & field trips

Work load: 40 pages of reading per week, 60 pages of writing per semester, 3 papers, 2 class presentations

HumF 5505 Human-Centered Design - Principles and Applications (Sec 001); Credit will not be granted if credit has been received for: KIN 3505, HUMF 3505; 3 cr; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: Human-centered design (also termed user-centered design, usability engineering, human engineering or universal design) is an interdisciplinary area of design study that focuses on how design can be tailored to address, accommodate, and meet human expectations, capabilities, needs, and limitations. The rationale for the course is that 'good design makes things work better and last longer, helps make people and business more productive, and reduces discomfort and waste.' The basic premise for the course is that 'good' design means human-centered design (HCD). The course will address this premise from a number of different perspectives, considering HCD of fabricated artifacts, human-computer interfaces, built environments, and complex sociotechnical and organizational systems and environments. The course will offer a diverse mix of lecture, open discussion, design analysis projects, guest speakers, field site visits and evaluations, and differing cultural approaches to design.

Class time: 40% lecture, 20% Discussion, 40% student team presentations

Work load: 40 pages of reading per week, 60 pages of writing

per semester, 3 papers

Grade: 75% written reports/papers, 25% in-class presentations

Human Resources and Industrial Relations

3-300 Carlson School of Management:
624-2500

HRIR 3021 Human Resource Management and Industrial Relations

(Sec 001-003); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; prereq 1102, Econ 1101, Psy 1001, 60 cr; meets DELM req of classroom

Instructor: STAFF

Description: This course is intended to provide an overview of selected critical topics in human resources management and to deal with their relationships to other aspects of business management. The course emphasizes external and internal environments, acquiring and developing human resources, work and job design, performance management, global implications for HR leaders, evaluating, and compensating human resources, including union environments. Students will leave this course with a broad understanding of how and why various HR practices are used and their impact on the business, from the attraction and development of talent through labor relations and global implications. Course reading requirements and activities are approximate and are subject to change.

Class time: 44% lecture, 20% Discussion, 36% Laboratory

Work load: 30 pages of reading per week, 12 pages of writing per semester, 3 exams, 1 papers

Grade: 30% final exam, 20% written reports/papers, 20% special projects, 30% quizzes

Exam format: multiple choice, short answer

HRIR 3051 Compensation: Theory and Practice

(Sec 001); 2 cr; prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to compensation/reward programs in employing organizations. Theories of organizational/employee behavior used in design/implementation of pay programs.

Design, implementation, and evaluation of job evaluation, salary surveys, skill-based pay, merit-based pay, and other compensation programs.

HRIR 3072 Collective Bargaining and Dispute Resolution (Sec 001); 2 cr; prereq CSOM upper div undergrad major grad; meets DELM req of classroom

Instructor: Remington, John

Description: Collective bargaining, contract administration, grievance processing, interest/rights arbitration, strikes and related policies and practices of employers, workers, and labor unions in dealing with worker representation in the private and public sectors.

HRIR 5021 Systems of Conflict and Dispute Resolution (Sec 001); 4 cr; prereq CSOM upper div undergrad major grad; meets DELM req of classroom

Instructor: Azevedo, Ross E

Description: Introduction to theoretical and practical treatment of conflict settlement in interpersonal, work-related, community, business, and international settings. Lectures, discussions, observations of actual dispute resolution sessions, and lab exercises with students participating in dispute resolution simulations applied to real world conflicts.

HRIR 5023 Employment and Labor Law for the HRIR Professional

(Sec 001); 2 cr; A-F only; prereq [[At least 60 sem cr or 75

qtr cr], 2.00 GPA] or grad student or instr consent ; meets DELM req of classroom

Instructor: O'Toole, Carol Ann Berg

Description: This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special issues (e.g., wrongful discharge, sexual harassment, defamation) are also discussed in the context of statute, case law, and their application to work settings.

Work load: 100 pages of reading per week, 50 pages of writing per semester, 2 exams

Exam format: True False, Multiple Choice, Short Answer

Humanities

831 Heller Hall: 612/625-6563

Hum 3910 Topics in the Humanities: Theories of Ideology (Sec 001); 3 cr; prereq Jr or sr or instr consent ; meets DELM req of classroom

Instructor: Klinger, George

Description: This course is a seminar. The title is Theories of Ideology. Ideologies have played a major role in the social, political, and cultural conflicts of the 20th century. This seminar will explore a number of leading contributions to an understanding of the nature of ideology and the way it functions in 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.

Representative theories will include those of Marx, Nietzsche, Freud, Mannheim, Althusser, Foucault, Habermas, and Feminist theory. The seminar is open to all upper level(3xxx)students.

Class time: 10% lecture, 90% Discussion

Work load: 50 pages of reading per week, 10-15 pages of writing per semester, 1 papers

Grade: 90% written reports/papers, 10% in-class presentations

Exam format: papers only

Hum 3970 Directed Studies

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Student may contact instructor or department for information.

Hum 4910 Topics in the Humanities: Theories of Ideology (Sec 001); 3 cr; prereq Sr or grad; meets DELM req of classroom

Instructor: Klinger, George

Description: This course is a seminar. The topic is Theories of Ideology. Ideologies have played a major role in the social, political, and cultural conflicts of the 20th century. This seminar will explore a number of leading contributions to an understanding of the nature of ideology and the way it functions in 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.

Representative theories will include those of Marx, Nietzsche, Freud, Mannheim, Althusser, Foucault, Habermas, and Feminist theory. The seminar is open to all upper level(3xxx)and graduate students.

Class time: 10% lecture, 90% Discussion

Work load: 60 pages of reading per week, 20-30 pages of writing per semester, 2 papers, Each student will have an opportunity to rewrite the first draft of his/her paper, after it has been graded.

Grade: 90% written reports/papers, 10% in-class presentations

Exam format: papers only

Hum 4970 Directed Studies

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Jr or sr or grad, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Student may contact instructor or department for information.

Information Networking

101 Wesbrook Hall: 612/624-4000

INet 4011 Network Administration

(Sec 001); 4 cr; A-F only; prereq CSci 4211 or instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: This course combines theory (lecture and expert guest speakers) and application (labs). Topics include network architecture, switching, routing, algorithms, protocols, infrastructure hardware, cable plant, security and network management.

INet 4041 Emerging Network Technologies and Applications

(Sec 001); 3 cr; A-F only; prereq [CSCI 4061 or CSCI 4211 or instr consent], 45 cr; meets DELM req of classroom

Instructor: STAFF

Description: Underlying theory. Driving needs (technological, business). Developing technology. Competing technologies. Lectures by guest expert speakers, case studies, labs.

INet 4061 Introduction to Data Warehousing

(Sec 001); 3 cr; A-F only; prereq [4707 or CSCI 4707 or instr consent], laptop; meets DELM req of classroom

Instructor: STAFF

Description: Business case studies. Business analytics. Data mining models. Dimensional design. OLAP analysis. Data warehouse architectures and processes. Administration. Physical design considerations. Project assignment. Hands-on lab using SQL Server 2005.

INet 4193 Directed Study

(Sec 001); 1-4 cr; max crs 12, 4 repeats allowed; A-F only; prereq ITI student, dept consent ; meets DELM req of classroom; meets DELM req of independent study

Instructor: STAFF

Description: Independent project, topic arranged with and supervised by ITI faculty.

Institute of Technology

106 Lind Hall: 612/624-8504

IofT 1101 Environmental Issues and Solutions

(Sec 001); 4 cr; prereq High school chemistry or equiv, one yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: Semmens, Michael John

Description: The world's population now exceeds 6 billion people. Everyone needs water, energy, food and housing, but as we become more affluent we use more, and waste more. Man's needs and desires have a dramatic impact on the environment including loss of habitat, a reduction in biodiversity, loss of resources, and pollution problems. In the US and other developed countries we continue to deplete resources as if they are infinite. This course will address the behavior of natural systems, man's impact on the environment, how we are trying to meet the challenges of supplying the population with water, energy, food etc. while trying to minimize negative impacts. Students will participate in hands-on water quality labs, field trips

and small discussion groups. Grade is based on attendance, lab reports, and 12 weekly quizzes.

IoFT 1312 Exploring Careers in Science and Engineering (Sec 001); 2 cr; meets DELM req of classroom

Instructor: Stein, Meaghan Elizabeth

Description: This course gives you the tools you need to make informed decisions about your future career. The two-credit course is offered fall and spring semesters with grading options A-F and S/N. In the class, you will gain self-knowledge through an assortment of in-class and out-of-class exercises. You will use tools to assess your interests, personality, and values. You will also research careers and majors using sources such as the CCSE Major Binders, Occupational Outlook Handbook, salary surveys, and others. You will gain valuable information directly from professionals in your area of interest. You will also create a resume and cover letter, attend a career fair, learn techniques for successful interviewing, and identify opportunities for experiential education (internships, co-ops, and research opportunities).

Class time: 50% lecture, 50% Discussion

Work load: 1-5 pages of reading per week, 15-18 pages of writing per semester

IoFT 1905 Freshman Seminar: Golem, Robot, Cyborg: Artificial People in History (Sec 004); 2 cr; max crs 4; A-F only; prereq freshman; meets DELM req of classroom

Instructor: Alexander, Jennifer Karns

Description: For centuries humans have tried to create artificial people. This course covers the history of artificial people, from medieval attempts to create them through magic, to modern attempts through robotics, cybernetics, and bioengineering.

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

Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 papers

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Exam format: We will not have exams.

IoFT 1905 Freshman Seminar: Communicating Technology for Civic Engagement (Sec 001); 2 cr; max crs 4; A-F only; prereq freshman; meets DELM req of classroom

Instructor: Moore PhD, Samuel L

Description: This seminar will prepare you to communicate to non-technical audiences the educational requirements to successfully become an engineer or scientist and what engineers and scientists do to improve the quality of life.

Through this process, you will at the same time learn what you need to do to succeed as a student in IT and how you will be able to improve the quality of life as an engineer or scientist. You will learn and practice public speaking and audience analysis strategies, develop oral and visual communications on how to be an engineer or scientist, and engage the public through the presentation of U of M faculty current science and engineering research to audiences, especially populations underrepresented in science, mathematics, engineering, and technology to encourage them to consider science and engineering education and careers. There are 5 graded speaking assignments with one of these being a team speaking assignment. There are 3 graded writing assignments. Additional speaking assignments will be assigned to improve your public speaking ability in front of an audience. Additional writing assignments will be used to prepare you for your speaking assignments. In order to improve, you will also need to practice your speaking assignments outside of class time to a critical audience such as roommates or studymates. There are 10 quizzes based on the text.

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

Work load: 3 papers

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

Insurance and Risk Management

3-300 Carlson School of Management:
612/624-2500

Ins 4202 Personal Financial Planning 2: Tax and Estate Planning Techniques

(Sec 001); 2 cr; prereq 4201 or 5201; credit will not be granted if credit received for: 5202; meets DELM req of classroom

Instructor: Whitman, Andrew Frankli

Description: Ins5201 Personal Financial Planning, or consent of instructor is a prerequisite. This course focuses on tax management and estate planning. Guest practitioners present tax management techniques for federal and state income tax, FICA tax, estate and gift tax and other forms of personal taxation. Estate accumulation, retirement distribution, and tax reduction plans including family wealth sharing, charitable giving, probate process, health care directives, durable powers of attorney, trusts, wills, and retirement plan distributions. Reviews alternative business structures and creation and or disposition of family business interests.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 25 pages of writing per semester, 3 exams

Grade: 55% written reports/papers, 30% quizzes, 15% class participation

Exam format: Multiple choice

Course URL: <http://www.csom.umn.edu>

Inter-College Program

107 Armory: 612/624-2004

ICP 3075 Directed Study

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description:

Interdepartmental Study

135 Johnston Hall: 612/624-7577

ID 1201 Major and Career Exploration

(Sec 001-010); 2 cr; prereq Fr or soph; meets DELM req of classroom

Instructor: STAFF

Description: Freshmen and sophomores: Wondering which major to pick? Wondering what you can do with your major? During this class, you'll learn more about yourself, how to choose a major, and how to best prepare yourself for a career in the 21st century world of work. You will consider your interests, abilities, and values; you'll also learn about the role that classes, internships, community service, work experience, hobbies, and travel will play in your future success. Attendance at all classes and active class participation is highly encouraged. A \$25 fee will be charged for career assessment inventories.

Class time: 30% lecture, 40% Discussion, 30% Group and individual activities.

Work load: 10 pages of reading per week, 10-15 pages of writing per semester, 4 papers, 3 special projects.

Grade: 40% written reports/papers, 30% special projects, 10% in-class presentations, 10% lab work, 10% attendance

Exam format: No exams.

ID 3201 Career Planning

(Sec 001-009); 2 cr; meets DELM req of classroom

Instructor: STAFF

Description: Juniors and seniors--wondering what you'll do after you graduate? Learn how your individual talents, values, interests and experiences, matched with state-of-the-art career strategies, will position you in today's marketplace. Emphasis is on understanding the 21st century work world, understanding yourself, identifying what you'd like to do for a living, and marketing yourself. We'll explore careers and address strategic resume writing, networking and interviewing. Attendance at all classes and active class participation is highly encouraged. A \$25 fee will be charged for career assessment inventories.

Class time: 25% lecture, 45% Discussion, 30% small group work

Work load: 20 pages of reading per week, 15 pages of writing per semester, 3 papers, self assessment packet and special projects

Grade: 35% written reports/papers, 25% special projects, 10% in-class presentations, 15% class participation, 15% attendance

Contact the CCLC (612-626-2044) for more information.

ID 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Eco (Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: Students will gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course includes both classroom and field work. All majors are welcome! Concurrent registration in ID 3592, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions o (Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: All majors are welcome! Students explore how humans understand environmental sustainability, how current power dynamics and trends towards a global free market impact local efforts to promote sustainability, and how community and social movements are developing alternative visions of environmental sustainability. This course includes both classroom and field work. Concurrent registration in ID 3591, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3593 HECUA Off-Campus Study Program: Environmental Sustainability: Field Methods (Sec 001); 2 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, 3594, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: All majors are welcome! In this component of the program, students have an opportunity to work with scientists and community members to conduct publishable research. Concurrent registration in ID 3591, 3592, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship (Sec 001); 6 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: All majors are welcome! This 15-hour per week internship gives students an opportunity to interact and work with one of the most active networks of environmental organizations in the country. Concurrent registration in ID 3591, 3592, & 3593 is required. Contact the CCLC (612-626-2044) for more information.

ID 3993 Directed Study (Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Opportunity to explore in greater detail and depth topics contained in regularly-offered ID courses. In almost all cases students develop a project idea in consultation with the instructor of the ID course they have already taken.

ID 3571 Metro Urban Studies Term: Contested Theories of Poverty, Inequality, and So (Sec 001); 4 cr; prereq Concurrent registration is required (or allowed) in 3572, 3573, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3572 and ID 3573 is required. Contact the CCLC (612-626-2044) for more information.

ID 3572 Metro Urban Studies Term: Social Policy and Anti-Poverty Strategies in Theo (Sec 001); 4 cr; prereq Concurrent registration is required (or allowed) in 3571, 3573, dept consent ; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the CCLC (612-626-2044) for more information.

ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar (Sec 001); 8 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom

Instructor: Holliday, David Wallace

Description: In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. This is an 8-credit internship in the Twin Cities. Concurrent enrollment in ID 3571 and ID 3573 is required.

Italian**260 Folwell Hall: 612/624-4308**

15% oral exam

Exam format: essay, short answer, fill-in blank, true/false**Ital 1001 Beginning Italian****(Sec 001-013); Credit will not be granted if credit has been received for: ITAL 4001; 5 cr; meets DELM req of classroom Instructor: STAFF**

Description: Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, and the final exam. Students who pass 1001 with a grade of +C-" or higher can then move on to Italian 1002.

Work load: 45 to 60 minutes of homework per class**Grade:** 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations**Exam format:** Fill in the blank; true/false; essay; short answer**Ital 1002 Beginning Italian****(Sec 001-006); Credit will not be granted if credit has been received for: ITAL 4002; 5 cr; meets DELM req of classroom Instructor: STAFF**

Description: Italian 1002 is the second semester of beginning Italian: students must have completed Italian 1001 with a grade of "C-" or better in order to take Italian 1002. Italian 1002 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the second semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1002 with a grade of "C-" or higher can then move on to Italian 1003.

Work load: 45-60 minutes of homework per class**Grade:** 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations**Exam format:** Short answer; fill in the blank, true/false**Ital 1003 Intermediate Italian****(Sec 001-008); Credit will not be granted if credit has been received for: ITAL 4003; 5 cr; prereq 1001-1002; meets DELM req of classroom****Instructor: STAFF**

Description: Italian 1003 is the third semester course of Italian language and culture. (Students must have completed the equivalent of a year of university level Italian instruction before taking this course.) Students concentrate on mastering elements of grammar and on increasing their active vocabularies. They continue to read, write, speak and listen to current Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. An integral part of this course is reading the text, Pinocchio. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, cultural presentation and the final exam. At the end of the third semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 1004 or to study in Italy.

Work load: 45-60 minutes of homework per class**Grade:** 10% final exam, 70% quizzes, 5% class participation,**Ital 1004 Intermediate Italian****(Sec 001, 002); Credit will not be granted if credit has been received for: ITAL 4004; 5 cr; prereq 1001, 1002, 1003; meets DELM req of classroom Instructor: STAFF**

Description: Italian 1004 is the fourth semester course of Italian language and culture. (Students must have completed the equivalent of one and a half years of university level Italian instruction before taking this course.) Having learned all the basic grammar concepts students now concentrate on mastering these elements and on increasing their active vocabularies. They continue to read, write, speak and listen to Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. At the end of the fourth semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 3015 or to study in Italy.

Work load: 45-60 minutes of homework per class**Grade:** 10% final exam, 70% quizzes, 5% class participation, 15% oral exam**Exam format:** essay, short answer, fill-in-blank, true/false, various presentations**Ital 1022 Accelerated Beginning Italian****(Sec 001); 5 cr; prereq Italian [in high school or community college], score on placement exam too low to enter 1003; meets DELM req of classroom****Instructor: STAFF**

Description: Technology enhanced- Italian 1022 is designed for students who have studied Italian abroad or have previous experience with the basic structures and vocabulary of the language. The course will cover all the structures and vocabulary of the first-year language courses. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. The first six weeks will cover grammar units and vocabulary presented in Italian 1001 (Prego - chapters 1-5), while the remaining ones will present grammar elements and lexicon studied in Italian 1002 (Prego - chapters 6-10). Italian 1022 will also introduce students to several cultural aspects of modern Italy as well as to Italian films.

Work load: 60-75 minutes of daily homework**Grade:** 15% final exam, 15% written reports/papers, 15% quizzes, 5% class participation, 10% lab work, 30% written exams; 10% oral exams**Ital 1837 Imagining Italy: Italian and Italian-American Culture, History, and Society****(Sec 001); Credit will not be granted if credit has been received for: ITAL 3837; 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor: Ferlito, Susanna Florenc**

Description: Topics discussed will include but not be limited to: Renaissance music, opera, fascism, mafia, contemporary Italian family relations, sexuality, fashion, and Italian American history and culture. Films include: The Name of the Rose, Dangerous Beauty, Il conformista/The Conformist, Death in Venice, La Strada, Allonsonfan, Amarcord, Farinelli, Strategia del ragno, Cinema Paradiso, Pane e Tulipani. Each week the class will have the same format. The film screening on Tuesdays will be complemented by the lecture on Thursdays given by faculty whose research and teaching focuses on the particular period of Italian culture represented in the films.

Class time:**Work load:** 30-50 pages of reading per week**Grade:** 80% 4 quizzes/exams (20% each); 20% Attendance and WebCT participation**Exam format:** identify a scene in a film and respond to a question about the film.

Ital 3015 Reading, Conversation, and Composition (Sec 001, 002); 4 cr; prereq 1004; meets DELM req of classroom**Instructor:** Ovan, Sabrina**Description:** This course is designed to offer an overview of contemporary Italian culture as well as an advanced review of Italian grammatical structures. It will help students improve their speaking, writing and reading skills and to develop an understanding of Italy through the use of authentic materials (literary texts, films, songs, advertising, newspaper articles, the internet). The organization of the course will be thematic: students will thus gain an in-depth perspective on some of the most important issues in Italian contemporary culture.**Class time:** 20% lecture, 70% Discussion, 10% group activities
Grade: 10% mid-semester exam(s), 10% final exam, 20% written reports/papers, 40% quizzes, 10% in-class presentations, 10% class participation**Work load:** 50 pages of reading per week, 12 pages of writing per semester, 6 papers**Grade:** 30% written reports/papers, 50% in-class presentations, 20% class participation**Ital 5970 Directed Readings****(Sec 001, 002); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.**Ital 3837 Imagining Italy: Italian and Italian-American Culture, History, and Society****(Sec 001); Credit will not be granted if credit has been received for: ITAL 1837; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Ferlito, Susanna Florenc**Description:** Topics discussed will include but not be limited to: Renaissance music, opera, fascism, mafia, contemporary Italian family relations, sexuality, fashion, and Italian American history and culture. Films include: The Name of the Rose, Dangerous Beauty, Il conformista/The Conformist, Death in Venice, La Strada, Allonsonfan, Amarcord, Farinelli, Strategia del ragno, Cinema Paradiso, Pane e Tulipani. Each week the class will have the same format. The film screening on Tuesdays will be complemented by the lecture on Thursdays given by faculty whose research and teaching focuses on the particular period of Italian culture represented in the films. Italian 1002 students through 3015 are strongly encouraged to enroll.**Class time:****Work load:** 30-50 pages of reading per week**Grade:** 80% 4 quizzes/exams (20% each); 20% Attendance and WebCT participation**Exam format:** identify a scene in a film and respond to a question about the film**Ital 4970 Directed Readings****(Sec 001-003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.**Ital 5401 Mondo di Dante****(Sec 001); 4 cr; max crs 16, 4 repeats allowed; prereq 3015, 3201 or instr consent; meets DELM req of classroom****Instructor:** Noakes, Susan J**Description:** Reading of all 3 volumes of Dante's Divina Commedia in Italian, in an edition with an English translation on pages facing the original text and comprehensive explanatory notes in English. Dante's Commedia is the very foundation of spoken Italian to this day, and all students of Italian should know the language of this poem. It is not as "far" from modern Italian as, for example, Shakespeare's English is from modern English; contemporary Italian retains many of Dante's forms and idioms. Once students understand the differences in certain verb endings and pronouns, students with a good reading knowledge of modern Italian will find they can handle Dante's language and enter the fascinating world of the writer recognized by many as one of the world's top two or three poets. Requirements include: active discussion, use of internet and visual materials, oral reports, short papers, rather than examinations, reading of about 1,500 lines of verse per week.**Class time:** 25% lecture, 75% Discussion**Japanese****453 Folwell Hall: 612/625-6534****Jpn 1011 Beginning Japanese****(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 4001, JPN 4001, JPN 4001; 6 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** This course is the first of a two-semester sequence of Beginning Japanese; it is for students who have no previous knowledge of Japanese. It aims to begin developing communication skills in Japanese. Therefore, the course introduces the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include meeting people for the first time, shopping, extending invitations, describing location, making offers, making a request, and asking for/giving permission. The course consists of 2 hours of lecture session and 5 hours of discussion session per week. Lectures include grammar and sociocultural aspects of Japan. Discussions are performance-oriented; teachers guide students' practice in Japanese situations. Students are expected to spend 2 hours per day doing homework and practicing with CDs/tapes for each class. Textbook: Banno. et al. "Genki I: An integrated course in elementary Japanese."**Class time:** 29% lecture, 71% Discussion**Work load:** 2 hours of preparation per day**Grade:** 10% class attendance; 10% dialogue checks; 15% quizzes; 20% homework; 35% lesson tests; 10% oral interviews**Exam format:** 5 lesson tests and 2 oral interviews**Course URL:**http://www.all.umn.edu/japanese_language/home.html**Jpn 3021 Intermediate Japanese****(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 4003, JPN 4003, JPN 4003; 5 cr; prereq 1012 or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Prerequisite: Japanese 1012 (5 credits). This course is the first of a two-semester sequence of Intermediate Japanese; it is for students who have taken Jpn1012 or have passed the placement test. The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate level as well as culture-specific skills (do's and don'ts). Topics covered in this semester include job interviews, finding a lost article, giving advice, etc. The course consists of 3 hours of discussion sessions and 2 hours of lecture sessions per week. Class performance in the discussion session accounts for a large part of the course grade. For each class, students are expected to spend 2 hours per day doing homework and practicing with CDs. Textbook: Banno. et al. (1999). Genki: An integrated course in elementary Japanese, Vol. 2. For the placement test information, refer to the homepage of the Japanese language program.**Class time:** 40% lecture, 60% Discussion**Work load:** Daily preparation, homework, five lesson tests, one course project

Grade: 10% class attendance; 20% homework; 15% quizzes; 9% dialogue check; 6% project; 30% five lesson tests; 10% oral interviews

Exam format: 5 chapter tests and 2 oral interviews

Course URL:

http://www.all.umn.edu/japanese_language/home.html

Jpn 3031 Third-Year Japanese

(Sec 001, 050); 4 cr; prereq 3022 or instr consent; meets

DELM req of classroom

Instructor: STAFF

Description: This course is the first of a two-session sequence of Third-Year Japanese. It aims to continue developing the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate-high level as well as Japanese culture-specific strategies to prepare students for real-life situations. Topics covered during the semester include requests, permission, and asking for and receiving advice, etc. The class is conducted in Japanese, and access to a Japanese-capable computer is required. For each class, students are expected to spend at least two hours preparing for and reviewing the lesson. Textbook: Miura and McGloin (1994). An Integrated Approach to Intermediate Japanese. Prerequisite: JPN3022 with a grade of C- or better OR Passing the placement test (info: http://www.all.umn.edu/japanese_language/placement_test_info.html)

Class time: 100% Discussion

Work load: 5 chapters (Lessons 1, 3, 4, 5, and 6)

Grade: 12% special projects, 20% quizzes, 10% class participation, 30% 5 Chapter Tests; 12% 2 Oral Interviews; 16% Homework

Exam format: Listening comprehension, reading comprehension, multiple choice, and translation

Course URL:

http://www.all.umn.edu/japanese_language/home.html

Jpn 4001 Beginning Japanese

(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 1011, JPN 1011, JPN 1011, JPN 1011, JPN 1011; 3 cr; prereq Grad student; meets DELM req of classroom

Instructor: STAFF

Description: This course is the first of a two-semester sequence of Beginning Japanese; it is for students who have no previous knowledge of Japanese. It aims to begin developing communication skills in Japanese. Therefore, the course introduces the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include meeting people for the first time, shopping, extending invitations, describing location, making offers, making a request, and asking for/giving permission. The course consists of 2 hours of lecture session and 5 hours of discussion session per week. Lectures include grammar and sociocultural aspects of Japan. Discussions are performance-oriented; teachers guide students' practice in Japanese situations. Students are expected to spend 2 hours per day doing homework and practicing with CDs/tapes for each class. Textbook: Banno. et al. "Genki I: An integrated course in elementary Japanese."

Jpn 4003 Intermediate Japanese

(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 3021, JPN 3021, JPN 3021, JPN 3021; 3 cr; prereq 4002, grad student; meets DELM req of classroom

Instructor: STAFF

Description: Prerequisite: Japanese 1012 (5 credits). This course is the first of a two-semester sequence of Intermediate Japanese; it is for students who have taken Jpn1012 or have passed the placement test. The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on the intermediate level as well as culture-specific skills (do's and don'ts). Topics covered in this semester include job interviews, finding a lost article, giving advice, etc. The course consists of 3 hours of discussion sessions and 2 hours of lecture

sessions per week. Class performance in the discussion session accounts for a large part of the course grade. For each class, students are expected to spend 2 hours per day doing homework and practicing with CDs. Textbook: Banno. et al. (1999). Genki: An integrated course in elementary Japanese, Vol. 2. For the placement test information, refer to the homepage of the Japanese language program.

Class time: 40% lecture, 60% Discussion

Work load: Daily preparation, homework, five lesson tests, one course project

Grade: 8% class attendance; 20% homework; 15% quizzes; 9% dialogue check; 6% project; 30% five lesson tests; 10% oral interviews; 2% two one-minute speeches

Exam format: 5 chapter tests and 2 oral interviews

Course URL:

http://www.all.umn.edu/japanese_language/home.html

Jpn 4005 Third Year Japanese

(Sec 001, 050); Credit will not be granted if credit has been received for: JPN 4006; 3 cr; prereq 4004, grad student; meets DELM req of classroom

Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 3xxx-level Third Year Japanese course for credit. If you are a graduate or professional student, you may register for Third Year Japanese under the 4005 course number for 3 credits. Credit will not be granted if credit has been received for JPN 3031. See the course guide description for JPN 3031.

Jpn 4041 Advanced Japanese Conversation and Composition (Sec 001); 4 cr; prereq 3032 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course aims to improve effective communication skills in speaking, listening, reading and writing in academic settings. Interviews, class presentations, discussions, as well as reading texts, will be employed in class. The course also aims to deepen the understanding of modern Japanese society and culture and to help students to be able to talk about their own society and culture in Japanese. Effective learning strategies will be introduced and implemented to help students become independent learners of Japanese.

Class time: 20% lecture, 80% Discussion

Work load: 3 exams, 3 papers, quiz on a daily basis

Grade: 15% mid-semester exam(s), 5% final exam, 15% written reports/papers, 15% special projects, 15% quizzes, 10% class participation, 25% Homework assignments

Exam format: word translation, reading comprehension, essay

Course URL:

http://www.all.umn.edu/japanese_language/home.html

Jewish Studies

245 Nicholson Hall: 612/625-5353

JWSt 1034 Introduction to Jewish History and Civilization

(Sec 001); Credit will not be granted if credit has been received for: RELA 3034, RELA 1034, JWST 3034; 3 cr; prereq no knowledge of Hebrew required; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Jassen, Alex

Description: The course provides a general introduction to Judaism in its many ancient and modern expressions. Special attention is paid to the social, literary, historical, and cultural influences that have helped shape the varieties of Jewish traditions. The central ideas and motifs of Judaism to be addressed include: God, scripture and tradition, covenant, law, messianism and mysticism, Jewish identity, ritual and worship, political life, Jewish ethics, Jewish nationalism. Each unit compares these various aspects of Judaism in diverse times and places. Students engage with these topics through reading a

wide selection of primary texts in translation. The goal of the course is to provide students with an overview of the history of Judaism, engagement with the central texts of Judaism, and a basic knowledge of Jewish religious customs. Students gain an understanding of the ancient, medieval, and modern expressions of Judaism, along with a sensitivity to the points of contact and divergence among these traditions. Full syllabus and further information available at: http://www.tc.umn.edu/~jassen/index_files/Page1222.htm

Class time: 80% lecture, 20% Discussion

Work load: 30-40 pages of reading per week, 12-16 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Identifications, Short and Long Essay

JwSt 1201 The Bible: Context and Interpretation

(Sec 001); Credit will not be granted if credit has been received for: RELA 3201, ANE 3001, ANE 1001, RELA 3201, CNES 3201, CNES 1201, RELA 3201, CNES 3201, CNES 1201, JWST 3201; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, and all texts and all religious traditions will be examined analytically.

Class time: 80% lecture, 20% Discussion

Work load: 35-40 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

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

Exam format: multiple choice and essay

JwSt 3034 Introduction to Jewish History and Civilization

(Sec 001); Credit will not be granted if credit has been received for: JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, RELA 3034, RELA 1034; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Jassen, Alex

Description: The course provides a general introduction to Judaism in its many ancient and modern expressions. Special attention is paid to the social, literary, historical, and cultural influences that have helped shape the varieties of Jewish traditions. The central ideas and motifs of Judaism to be addressed include: God, scripture and tradition, covenant, law, messianism and mysticism, Jewish identity, ritual and worship, political life, Jewish ethics, Jewish nationalism. Each unit compares these various aspects of Judaism in diverse times and places. Students engage with these topics through reading a wide selection of primary texts in translation. The goal of the course is to provide students with an overview of the history of Judaism, engagement with the central texts of Judaism, and a basic knowledge of Jewish religious customs. Students gain an understanding of the ancient, medieval, and modern expressions of Judaism, along with a sensitivity to the points of contact and

divergence among these traditions. Full syllabus and further information available at: http://www.tc.umn.edu/~jassen/index_files/Page1222.htm

Class time: 80% lecture, 20% Discussion

Work load: 30-40 pages of reading per week, 12-16 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Identifications, Short and Long Essay

JwSt 3111 Too Jewish? The Complex Construction of the Jewish American Psyche in Liter

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

Instructor: Katz, Judith

Description: This class explores the images of Jewish people in popular American culture and the arts; the manufacture of those images; the stereotypes and challenges to those stereotypes we find in contemporary film, literature, theatre, visual arts, print media, television, and the web.

Class time: 20% lecture, 60% Discussion, 20% In class viewing of film and television show excerpts

Work load: 20-50 pages of reading per week, 50 pages of writing per semester, 2 papers, weekly 1-2 page written responses

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

Exam format: mid-term and final papers

JwSt 3201 The Bible: Context and Interpretation

(Sec 001); Credit will not be granted if credit has been received for: RELA 3201, ANE 3001, ANE 1001, RELA 3201, CNES 3201, CNES 1201, RELA 3201, CNES 3201, CNES 1201, JWST 1201; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, and all texts and all religious traditions will be examined analytically.

JwSt 3521W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, HIST 3727W, HIST 3727W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Feinstein, Stephen

Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well

as documents, films and guest speakers.

Class time: 90% lecture, 10% Discussion

Work load: 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Exam format: Short answer and essay with choices. Study sheet given prior to exam.

Course URL: <http://MYU.UMN.EDU> and www.chgs.umn.edu

JwSt 4001W Final Project, Writing Intensive

(Sec 001); 1 cr; A-F only; prereq concurrent enrollment 5xxx,

JwSt major, permission of dir of undergrad studies; meets

CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

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

Journalism and Mass Communication

111 Murphy Hall: 612/625-9824

Jour 1001 Introduction to Mass Communication

(Sec 004); 3 cr; A-F only; prereq Pre-jour or non-jour major; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Brazeal, Donald

Description: This course is a broad introduction to the study of mass communications. The course is designed to help students become more discerning consumers of media products, examine media from the perspective of practitioners (journalists, directors, artists, etc.), and open the door to communications theory and scholarship. Media is broadly defined to include books, magazines, newspaper, records, movies, radio, television and the Internet. The course will include discussions of media practices in journalism, publishing, advertising and public relations. An emphasis will be placed on new media technologies, evolving ethical and legal issues with the Internet, and the current pursuit of differentiated media products, or "novelty." A secondary goal is for students to have the kind of fun with media - past and present - that comes only when you better understand how the "game" is played. In this regard, many classes will have a Socratic teaching style, and students should expect to be active participants during class discussions.

Class time: 75% lecture, 25% Discussion

Work load: 55 pages of reading per week, 3 pages of writing per semester, 14 exams

Grade: 12% mid-semester exam(s), 12% final exam, 9% special projects, 58% quizzes, 9% class participation

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

Jour 1001 Introduction to Mass Communication

(Sec 002); 3 cr; A-F only; prereq Pre-jour or non-jour major; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Southwell, Brian G !!Arthur Motley Exemplary Tch Aw!!

Description: This course will offer you the opportunity to engage mass communication from a variety of perspectives. We will survey the histories of various media, particularly as those histories have unfolded in the United States, and also will discuss recent technological developments, such as Internet-based applications. We will talk about the interplay between individuals, institutions, and mediated content with regard to a variety of psychological, cultural, political, and economic variables. There will be an opportunity to consider the range of professional possibilities within various media industries. At the same time, we also will consider a range of critical perspectives. The course will use a WebCT site.

Grade: 25% mid-semester exam(s), 25% final exam, 15%

written reports/papers, 15% special projects, 10% quizzes, 10% class participation

Exam format: essay and multiple choice

Jour 3241 Creative Strategy and Copywriting

(Sec 001); 3 cr; A-F only; prereq 3004W, 3201, [jour major or approved IDIM major or ICP major or BIS major]; meets DELM req of classroom

Instructor: Shaw, Sarah Brady Stohl, Karen K

Description: This introductory course acquaints students with the strategic skills needed to produce copy with emphasis placed on print advertising. By the end of the semester, successful students will be able to recognize solid advertising, create basic copy and present it to others. While designed primarily for the potential copywriter, this course will be useful for any advertising student desiring a working knowledge of the creative end of the business. Individual guidance will be available for students wishing to prepare portfolios. The text are Bendinger's 'The Copy Workshop Workbook' and Strunk and White 'The Elements of Style.'

Class time: 60% lecture, 40% Discussion

Work load: 20-60 pages of reading per week, 6-8 written assignments, 6 quizzes, mid-term, final project

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

Exam format: definitions, short answer, essay, final exam is a campaign project

Jour 3745 Mass Media and Popular Culture

(Sec 002); 3 cr; A-F only; prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Pedelty, Mark Holmes

Description: Mass Media and Popular Culture is an exploration of the roles various media play in our lives. It is a study of how, why, and to what end popular music, films, television, games, and advertisements are produced and used. "Mediation" is examined as a process through which artists, producers, marketers, critics, and audiences create meaning. An ethical question guides us: what good can be done with, and in, media? The class will produce and promote a rock concert at the end of the semester to benefit the environment.

Class time: 30% lecture, 30% Discussion, 40% Analysis of media, projects, and presentations

Work load: 50 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, There is a short quiz over the reading each week with 10 multiple choice questions

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

Exam format: multiple choice

Course URL: <http://www.vista2.umn.edu>

Jour 3771 Mass Media Ethics: Moral Reasoning and Case Studies

(Sec 001); 3 cr; A-F only; prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: Schwitzer, Gary John

Description: This course will help students build a foundation for making ethical decisions under the kinds of difficult circumstances that journalists and strategic communication professionals face every day. Much of the focus will be on journalism ethics, but we'll also deal with advertising and public relations issues. The class has the following learning objectives. Students will be able to: Describe the ethical principles described by Aristotle, Confucius, Rawls, Kant and others ; Reflect on how these principles might apply to the ethical challenges facing media professionals (in journalism, advertising, public relations, entertainment media) ; Evaluate codes of ethics employed by professional societies and organizations of media professionals ; Investigate other media entities that deal with ethical disputes

(Minnesota News Council, ombudsmen or reader representatives, etc.) ; Express personal observations of new ethical conflicts encountered in daily use of the mass media during the course of the semester ; Describe and analyze ethical issues involved in classic media ethics cases of the past quarter-century ; Build a foundation for professional ethical decision-making. The course will be web enhanced with a Web CT Vista site.

Class time: 70% lecture, 30% Discussion

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

Grade: 16% mid-semester exam(s), 17% final exam, 33% written reports/papers, 34% quizzes

Exam format: essay

Jour 4274W Advertising in Society

(Sec 001); 3 cr; A-F only; prereq Non-jour major or jour major or jour minor or approved IDIM major or ICP major or BIS major; Credit will not be granted if the student has already completed Jour 4274; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Wackman, Daniel Bruce

Description: Advertising in Society introduces students to a variety of issues regarding ways in which advertising is linked to society. It examines these issues from several perspectives: social, cultural, economic, legal, and ethical. The course differs from professionally-oriented classes which study advertising from the perspective of a professional attempting to develop effective advertising. As a writing intensive course, Advertising in Society helps students learn how to conduct thorough analyses of issues, develop positions on issues, and present coherent and convincing arguments for positions they have taken. We begin the course with a four week section focusing on one issue involving the relationship between advertising and society. The issue chosen illustrates the complex, multifaceted nature of advertising--society issues. The next six weeks focus on the role of advertising in the economic system and the ways in which advertising is regulated to try to insure fair competition and to protect consumers. The last five weeks focus on social criticisms of advertising and the social responsibilities of advertising practitioners.

Class time: 35% lecture, 65% Discussion

Work load: 25 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers

Grade: 24% mid-semester exam(s), 24% final exam, 43% written reports/papers, 6% special projects, 3% class participation

Exam format: multiple choice, short answer, and essay

Kinesiology

220 Cooke Hall: 612/625-5300

Kin 1050 Beginning Military Physical Fitness Training

(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: The Beginning Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. The class incorporates the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 1871 Introduction to Kinesiology

(Sec 001); 2 cr; A-F only; meets DELM req of classroom

Instructor: Swanson MPT, Karen Jane

Description: Examination of the professional and disciplinary sub disciplines of physical activity and kinesiology.

Representative experiences include lecture, guest speakers, discussion, and small group presentations/activities.

Work load: 20-30 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 2 papers, 2-3 quizzes

Exam format: True/false

Kin 3001 Lifetime Fitness and Health

(Sec 002); 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Ingraham, Stacy Jean

Description: This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.

Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion

Work load: 10 pages of reading per week, 6 pages of writing per semester, 2 exams, 2 papers, self assessment labs

Grade: 14% mid-semester exam(s), 14% final exam, 17% written reports/papers, 18% special projects, 7% quizzes, 7% class participation, 23% lab work

Exam format: Multiple choice

Course URL: <http://webct.umn.edu>

Kin 3050 Advanced Military Physical Fitness Training

(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq 4 cr of 1050 or instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: The Advanced Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. Advance Course students are assigned supervisory and leadership positions within the class. The Advance Course student is expected to participate and supervise class activities and can be assigned as a group leader of a beginning physical fitness class. The class continues to incorporate the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 3111 Human Anatomy

(Sec 001); 2 cr; A-F only; meets DELM req of classroom

Instructor: Hammond, Curtis W

Description: Beginning anatomy course for non-Kinesiology students pursuing coaching licensure of for non-professional students interested in an exercise science approach to anatomy. Focus on a regional approach to muscle, nerve, and circulatory anatomy of the limbs and trunk and a systematic anatomy approach for circulatory, respiratory, digestive, urinary, and nervous systems. Students are encouraged to voluntarily attend arranged demonstrations of human cadaver dissections. This is a lecture-based course. There is little homework, but there are several tutorial (non-graded) assignments. There are three, two-part exams which may be repeated and an optional final exam. Human anatomy requires a vast amount of memorization. For this reason, I have strived to compress and group concepts in such a way as to relieve some of the memorization load. Some science background (i.e., zoology, physiology, physics, etc.) is helpful, but not required.

Class time: 80% lecture, 20% Laboratory

Work load: 8-20 pages of reading per week, 2 pages of writing

per semester, 3-4 exams

Grade: 100% Three exams/ if total average is high enough....no final exam. Three exams @ 33.3%--Final up to 66%.

Kin 3112 Introduction to Biomechanics

(Sec 001); 3 cr; A-F only; prereq [[3027 or 3111 or CBN 1027], PHYS 1101W, CEHD student] or instr consent; meets DELM req of classroom

Instructor: Konczak, Juergen

Description: This is an introductory course to biomechanics. The lecture portion of the course introduces basic concepts of physics and applies them to the analysis of human motion. The laboratory sessions are designed to provide hands-on experiences and to familiarize students with the array of instrumentations used for biomechanical analysis. Basic knowledge of trigonometry and algebra is highly recommended. This course is required for majors in kinesiology. It is also suitable for physical therapists and students in human physiology and biomedical engineering.

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

Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

Grade: 25% mid-semester exam(s), 30% final exam, 25% lab work, 20% six-week exam

Exam format: A mix of multiple choice, essay questions

Kin 3126W Psychology and Sociology of Sport

(Sec 001-003); 3 cr; A-F only; prereq Kin major; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: An introduction to the foundations of sport and exercise psychology and sociology, which examines people and their behaviors within sport contexts from both a group and individual perspective.

Kin 3178 Tennis Coaching Theory and Skill Development

(Sec 001); 2 cr; A-F only; prereq Enrolled in coaching program, specific sport skills sufficient for participating in drills/game/match/contest for demonstration/teaching purposes; meets DELM req of classroom

Instructor: STAFF

Description: Coaching strategies, safety/rules, training for competition, off-season training/conditioning, roles/responsibilities of coach.

Kin 3327 Teaching Physical Education in the Elementary School

(Sec 001, 002); 2 cr; A-F only; prereq Elem ed major; meets DELM req of classroom

Instructor: Mooers, Nancy Eileen Ro

Description: This course is designed for the elementary (K-8) classroom teacher. The course is activity based and designed to give the classroom teacher the ability to engage their students in age appropriate, energizing activities. Both the classroom and the gymnasium will be used for instruction and micro-teaching. Physical education classes in the gymnasium will be active while experiencing current curriculum and methodology. Emphasis will focus on the importance of regular and active physical education to the total school curriculum, with the inclusion of the health, social, and emotional benefits for the child. Elements of an effective quality physical education program will be included, such as, knowledge about the growing child, management skills, curriculum, lesson plan design, lesson presentation, communication, and age appropriate activities. Techniques to enhance communication, collaboration and integration between the physical education teacher and the classroom teacher, meeting special needs, and community involvement are also regularly addressed.

Class time: 25% lecture, 15% Discussion, 50% Teacher modeling with student participation and student micro-teaching

Work load: 20 pages of reading per week, 20 pages of writing per semester, 6 papers, Micro-teaching and outside observation

Grade: 40% written reports/papers, 15% special projects, 20% in-class presentations, 25% class participation

Exam format: No exams, performance assessment only

Kin 3385 Human Physiology for Kinesiology Students

(Sec 002, 003); 3 cr; A-F only; prereq [[3027 or CBN 1027 or equiv], kin major] or instr consent ; meets DELM req of classroom

Instructor: Biltz, George Robert

Description: A functional and integrative approach to human physiology is organized by level of description from molecular messengers to dynamic movement and clinical conditions. Underlying cellular mechanisms for major physiological functions are explored with emphasis on integrating these mechanisms to explain observations from exercise, fitness, growth and disease states. This course is designed for the advanced undergraduate student in Kinesiology, as well as advanced students in such complementary areas as public health, nutrition, physiology, biology, biochemistry, or any sport-related certifications. Course material has been expanded to include microcirculation and the physiology of pediatric growth and developing physiological capacity. In addition to lecture information, students will participate in a hands-on lab experience using the BioPac system for data collection and analysis.

Class time: 80% lecture, 7% Discussion, 13% Laboratory

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

Grade: 23% final exam, 60% quizzes, 17% lab work, 0% multiple choice and true / false

Kin 3696 Supervised Practical Experience

(Sec 002); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom

Instructor: Spletzer, Elizabeth A

Description: This internship is designed for current or prospective Kinesiology majors who are considering teaching in the area of K-12 Physical Education and are also seeking field experience credits. It consists of observation and assistance in physical education in the public schools, with particular emphasis on the urban setting. School assignments are arranged by the University Supervisor. Students are required to establish a regular schedule at each school site and conduct themselves professionally with regard to punctuality, attire and interaction with students and all school personnel. This field experience can be used to garner hours in the mainstreamed physical education setting necessary for admission to the Initial Teacher Licensure Program in K-12 Physical Education. Grading is S/N only and based on the following: 1) Completed journal, 2) Completed hours as signed by the Cooperating Physical Education Teacher, 3) Completed evaluation form sent by the the Cooperating Physical Education Teacher, and 4) a final meeting with the University Supervisor. Each credit equal to 40 hours in the schools.

Class time: 100% On-site

Work load: Approximately one journal entry/day

Grade: 50% written reports/papers, 50% Hours completed and evaluation

Kin 3993 Directed Study in Kinesiology

(Sec 004); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Dengel, Donald Robert

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 007); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Kane, Mary Jo

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 008); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Konczak, Juergen

Description: For kinesiology majors who wish to study a topic or problem under tutorial guidance.

or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 006); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Koscheyev, Victor S

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 015); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Serfass, Robert C

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 016); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: Directed study in a selected area agreed to by student and instructor, with an emphasis on the areas of human factors/ergonomics, motor performance and behavior, and kinesiology of human systems.

Class time: 100% Discussion

Work load: depends on directed study area

Grade: 100% special projects

Exam format: no exams

Kin 3993 Directed Study in Kinesiology

(Sec 017); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Spletzer, Elizabeth A

Description: Student selected and instructor approved clinical or research experience linked to a school-related, most likely physical education, issue or topic. Specific details will need to be discussed with the instructor and mutually agreed upon protocols and expectations will be put in written form for both the student and the instructor. Forty-five hours of work for each credit at the undergraduate level.

Class time:

Work load: 45 hrs/credit.

Grade: 100% written reports/papers, 0% 45hrs/credit.

Kin 3993 Directed Study in Kinesiology

(Sec 019); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Stoffregen, Thomas

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 021); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Wade, Michael G

Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology

(Sec 025); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Wiese-Bjornstal PhD, Diane

Description: For Kinesiology majors who wish to study a topic

Kin 4385 Exercise Physiology

(Sec 001); 4 cr; A-F only; prereq [[3385 or equiv], Kin major] or instr consent; meets DELM req of classroom

Instructor: Dengel, Donald Robert

Description: Information and learning experiences will be presented that cover specific areas within the discipline of Exercise Physiology. This course is designed for the advanced undergraduate student in Kinesiology, as well as advanced students in such complementary areas as public health, nutrition, physiology, biology, biochemistry, or any sport-related areas. It creates a great opportunity to combine the science of biological, biochemistry, physics, and physiology with the study of health, fitness, wellness, human performance, and sport. Emphasis is placed on basic human physiological systems and the responses of those systems to the challenge of physical activity: from moderate to extreme intensities. The biochemical bases of these responses will be presented. Historical, psychological, sociological, and philosophical implications of these topics will be integrated into many of the lecture/discussions. In addition to lecture information, students will be provided a "hands on", small group laboratory experience that is carefully orchestrated to track lecture material and presentations.

Kin 5001 Foundations of Human Factors/Ergonomics

(Sec 001); Credit will not be granted if credit has been received for: HUMF 5001; 3 cr; A-F only; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: The course will address these issues in the following contexts: Consumer Product Design; Cognitive Performance and Learning, Psychomotor Performance, Behavioral Cybernetics of Human Performance; Effects of Perturbed Sensory Feedback on Performance; Machine and Tool Performance; Interactive Performance with Complex Technological Systems (Human/Computer; Human/Robot); Occupational Performance and Safety; Social and Team Performance; Organizational Performance; and Performance of Complex Sociotechnical Systems (Aerospace, Educational, Manufacturing, Transportation, Community and Health Systems. Field tours of selected private sector operations are provided to complement classroom activities. Course assignments encompass a series of class presentations, reports, and term projects dealing with HF/E analyses of consumer product design, design of complex sociotechnical systems and job/workplace design features and issues. The course represents the core course in the campus-wide, interdisciplinary Human Factors Minor Program, and is intended for graduate and upper-level undergraduate students with an interest in the conceptual and practical aspects of HF/E science.

Class time: 40% lecture, 10% Discussion, 50% student team presentations & field trips

Work load: 40 pages of reading per week, 60 pages of writing per semester, 3 papers, 2 class presentations

Grade: 90% written reports/papers, 10% in-class presentations

Exam format: no exams

Kin 5103 Developmental/Adapted Physical Education

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

Instructor: Leitschuh, Carol A.

Description: Introduction to physical education for students with disabilities that emphasizes movement skills assessment within the context of the legal mandates serving children with disabilities, school administration, and resulting individual education programs and resources.

Class time: 80% lecture, 10% Discussion

Work load: 35 pages of reading per week, 5 exams

Grade: 25% final exam

Exam format: Multiple choice and essay

Kin 5122 Applied Exercise Physiology

(Sec 001); 3 cr; A-F only; prereq 4385 or equiv or instr consent; meets DELM req of classroom

Instructor: STAFF
Description:

Kin 5126 Sport Psychology

(Sec 001); 3 cr; prereq 3126 or equiv or instr consent; meets DELM req of classroom

Instructor: LaVoi, Nicole Marie

Description: This course centers on in-depth analysis, reading and discussion of seminal and current research in sport psychology. The major topics covered include individual differences (personality, motivation, character/moral development), social-psychological influences (team, peers, coaches, parents), and self regulation skills which influence participation experiences, the sport climate and optimal performance. Students will develop and hone critical thinking, reflection, and writing skills through discussion and active investigations. The course will be web enhanced through Vista.

Class time: 50% lecture, 20% Discussion, 20% Laboratory, 10% Video

Work load: 30-50 pages of reading per week, 30-35 pages of writing per semester, 2 exams, 1 papers, 2-3 research labs

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 5% special projects, 5% quizzes, 5% in-class presentations, 10% class participation, 10% lab work, 5% in class participation/attendance/leadership

Exam format: Short answer, essay, mutiple choice

Kin 5136 Psychology of Coaching

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

Instructor: LaVoi, Nicole Marie

Description: Psychological dimensions of coaching across age levels, including coaching philosophy, leadership, communication skills, motivation, and mental skills training for performance enhancement. Primary focus will be on the applied elements of the topics mentioned. Kin 3126 is strongly recommended as a pre-requisite.

Class time: 60% lecture, 15% Discussion, 10% Laboratory, 15% Class activities/class studies

Work load: 30 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 2 papers, Two or three case studies

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 5% in-class presentations, 10% class participation, 15% problem solving

Exam format: Multiple choice, short answers

Kin 5141 Nutrition for Health and Physical Performance

(Sec 001); 3 cr; A-F only; prereq FScN 1112 or equiv; meets DELM req of classroom

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

Description: Requirements and physiologic roles of nutrients and physical activity in promotion of health and performance; assessment of energy requirements. RDAs, food composition and safety, weight management, and prevention of chronic diseases with emphasis on coronary heart disease. Lectures and slide presentations, take-home project self-assessing one's own usual diet and exercise habits. Target audience: advanced undergraduate and graduate students with science background, preferably with a previous nutrition course, majors and non-majors in Kinesiology.

Class time: 90% lecture, 10% Closed Circuit TV

Work load: 40 pages of reading per week, 10 pages of writing per semester, 5 exams, 1 papers

Grade: 40% mid-semester exam(s), 50% final exam, 10% special projects

Exam format: Multiple choice and short answer

Kin 5152 Curriculum Development in Physical Education

(Sec 001); 2 cr; A-F only; prereq initial licensure/MED phys ed student; meets DELM req of classroom

Instructor: Hanson, George L

Description: This course is designed for students enrolled in the Initial Teacher Licensure Program in K-12 Physical Education and for physical education teachers in the field. The course focus

is on trends, issues, and changes in society and education and the impact and importance they have on Curriculum and Instruction in Physical Education at all grade levels, K-12. Minnesota's Physical Education Outcomes competency standards and assessment will be the model. AAHPERD and Minnesota's definition of a Physically Educated person as well as NASPE materials will be addressed. The Vision, Mission, Goals and Program Outcomes will also be analyzed. The Minnesota Coordinated School Health Initiative will be shared. Texts include the NASPE Physical Education Standards and Minnesota Department of Education documents. Journals, internet and local district materials will be utilized. There will be quizzes, short assignments, class discussion, and 3 distinct projects.

Class time: 60% lecture, 40% Discussion

Work load: 10-20 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 3 papers, 5 to 6 short assignments

Grade: 10% mid-semester exam(s), 30% final exam, 15% written reports/papers, 30% special projects, 5% quizzes, 10% class participation

Exam format: Essay response to numerous questions

Kin 5196 Practicum: Developmental/Adapted Physical Education

(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq 5103 or concurrent enrollment 5103 or 5104 or concurrent enrollment 5104 or instr consent; KIN undergraduate pre-teaching with sr status are limited to 2 practicum hrs; meets DELM req of classroom

Instructor: Leitschuh, Carol A.

Description: This practicum course includes participation in the public school system of physical education instruction for students with disabilities; includes a seminar component for discussion of current issues in developmental adapted physical education and exchange of ideas and problems.

Kin 5511 Women in Sport and Leisure

(Sec 001); Credit will not be granted if credit has been received for: REC 5511, REC 5511, REC 5511; 3 cr; A-F only; meets DELM req of classroom

Instructor: Buysse, Jo Ann

Description: 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-sport and physical activity from both an historical and contemporary perspective. Students will be expected to analyze, critique, and evaluate a wide range of historical, cultural, economic and socio-psychological issues that have shaped the nature and scope of women's participation in sport, physical activity and leisure. Utilizing feminist perspectives, particular attention will be given to the various ways in which females (and their bodies) are often viewed as fundamentally different-physically, socially and psychologically-from their male counterparts. Much of this analysis will take place against the backdrop of highly organized, competitive sports such as intercollegiate athletics. In addition, we will see how it is impossible to separate women's and men's sports from the broader societal roles of women and men in general. Finally, issues that address race/ethnicity, social class and sexual orientation, and how those issues influence women's and men's sports, will also be emphasized throughout the semester. This course will be web enhanced through webtvista.

Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion

Work load: 50-60 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 4 papers

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

Exam format: essay

Kin 5723 Psychology of Sport Injury

(Sec 001); 3 cr; prereq Intro psych course; meets DELM req of classroom

Instructor: Wiese-Bjornstal PhD, Diane

Description: This course includes content on the psychosocial bases of the following: risk factors preceding sport injury, responses to the occurrence of sport injury, and the rehabilitation process. Content of the course includes both the theoretical and research foundations of sport injury psychology as well as the practical implications of this knowledge. Structure of the course includes lectures, discussions, guest lecturers, videos, and student presentations. The target audience encompasses both sport psychology graduate students and applied practitioners working with sportsmedicine situations (such as athletic trainers, physical therapists, coaches, and sport psychology consultants). This course will be web enhanced via WebCT.

Class time: 60% lecture, 20% Discussion, 20% video and other media; student presentations

Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 oral presentations

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: combination of multiple choice and short essay; some long essay

Kin 5992 Readings in Kinesiology

(Sec 006); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Koscheyev, Victor S

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 011); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 015); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Serfass, Robert C

Description: Independent study under tutorial guidance.

Kin 5725 Organization and Management of Physical Education and Sport

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

Instructor: STAFF

Description: Comprehensive analysis of organization and management of physical education and sport in educational settings. Focus on management and planning processes, management skills, functions, roles, decision making, leadership, shared systems, and organizational motivation. For physical education teachers, coaches, and community sport managers.

Class time: 50% lecture, 40% Discussion, 10% Outside lecture, presentations

Work load: 40 pages of reading per week, 12 pages of writing per semester, 1 exams, 1 papers

Grade: 50% final exam, 30% written reports/papers, 20% lab work

Kin 5981 Research Methodology in Kinesiology, Recreation, and Sport

(Sec 001); Credit will not be granted if credit has been received for: REC 5981; 3 cr; A-F only; prereq 3151 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: Defines/reviews various types of research in exercise/sport science, physical education, and recreation studies. Qualitative research, field studies, and methods of introspection as alternative research strategies to traditional scientific paradigm.

Kin 5992 Readings in Kinesiology

(Sec 004); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Dengel, Donald Robert

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 007); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Kane, Mary Jo

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 008); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Konczak, Juergen

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 016); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Smith, Thomas J

Description: Directed study of selected readings in kinesiology with an emphasis on the areas of human factors/ergonomics and motor performance and behavior.

Class time: 100% Discussion

Work load: depends on student and readings area

Grade: 100% special projects

Exam format: no exams

Kin 5992 Readings in Kinesiology

(Sec 017); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Spletzer, Elizabeth A

Description: Graduate level readings related to an agreed upon topic between student and instructor. Final format for presentation and overall expectations will be mutually agreed upon in written form by the instructor and student. Designed for graduate level KIN students. The instructor's expertise is in areas related to the teaching of physical education. One credit equals 45 hours of work.

Class time: 100% Library research and final student project

Grade: 100% Final project

Kin 5992 Readings in Kinesiology

(Sec 019); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Stoffregen, Thomas

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 021); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Wade, Michael G

Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology

(Sec 025); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom

Instructor: Wiese-Bjornstal PhD, Diane

Description: Independent study under tutorial guidance.

Kin 5995 Research Problems in Applied Kinesiology

(Sec 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Dengel, Donald Robert
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 007); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Kane, Mary Jo
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 008); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Konczak, Juergen
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 006); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Koscheyev, Victor S
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 011); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 015); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Serfass, Robert C
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 016); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Smith, Thomas J
 Description: Directed study of selected research problems in
 kinesiology, with an emphasis on the areas of human
 factors/ergonomics and motor behavior.
 Class time: 100% Discussion
 Work load: depends on student and problem area
 Grade: 100% special projects
 Exam format: no exam

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 017); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Spletzer, Elizabeth A
 Description: Graduate level focus on selected topics in physical
 education. Focus and design are mutually agreed upon and
 require instructor approval. With this particular instructor, the
 school based action research project for two semester credits is
 part of the Initial Teacher Licensure Program in K-12 Physical
 Education.
 Class time: 10% lecture, 10% Discussion, 80% individual

conference
 Work load: 1 papers
 Grade: 100% written reports/papers, 0% following specified
 guidelines

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 019); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Stoffregen, Thomas
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 021); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Wade, Michael G
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
 (Sec 025); 1-6 cr; max crs 6, 1 repeat allowed; A-F only;
 prereq [Grad or MEd student in Kin], instr consent ; meets
 DELM req of classroom
 Instructor: Wiese-Bjornstal PhD, Diane
 Description: Research problems and readings on a selected
 topic in Kinesiology.

Korean

453 Folwell Hall: 612/625-6534

Kor 1011 Beginning Korean
 (Sec 001, 050-051); Credit will not be granted if credit has
 been received for: KOR 4001, KOR 4001; 5 cr; meets DELM
 req of classroom
 Instructor: STAFF
 Description: Kor 1011 is the first half of the beginning Korean.
 This course focuses on the basic grammatical structure,
 vocabulary, and expressions of modern colloquial Korean. At the
 beginning of the semester, the Korean writing system, Hangul,
 will be introduced and simple expressions later on. It is required
 for each student to have at least one Korean native language
 partner so that you can immediately use the concepts, grammar
 and vocabulary we study in class. Application will be available at
 the Tandem Conversation Partner Program, @ #319 Nolte Hall,
 MN English Center.
 Class time:
 Grade: 0% short quizzes, mid-term and final exams,
 assignments, and class performance.
 Exam format: both written and oral

Kor 3021 Intermediate Korean
 (Sec 001, 050); Credit will not be granted if credit has been
 received for: KOR 4003, KOR 4003; 5 cr; prereq 1012; meets
 DELM req of classroom
 Instructor: STAFF
 Description: Kor 3021 is the first half of the second year
 Korean. The course provides students with further
 conversational & grammatical skills beyond those learned in the
 first year Korean classes (Kor 1011 and 1012). This course deals
 with all four areas of the intermediate speaking, listening,
 reading, and writing. Each class is divided into two parts: one
 hour of lecture and one and half hour of drill section. Lectures
 will include explanations of those conversational patterns in
 grammatical and pragmatic terms. Drill sections will provide the
 students with opportunities to practice in actual communicative
 situations with various tasks and group activities. Students are
 strongly encouraged to speak in Korean in drill sections. After
 completing Kor 3021, Students are expected to be able to

command a lengthy dialogue regarding various topics such as jobs, shopping, career plan, food, health, etc. It is required for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.

Kor 3031 Third Year Korean

(Sec 050); 4 cr; prereq 3022; meets DELM req of classroom
Instructor: STAFF

Description: Kor 3031 is the first half of third year Korean. The course provides students with further conversational & grammatical skills beyond those learned in Kor 1011, 1012, 3021 and 3022. This course is designed to equip students with advanced communicative skills in speaking, reading, and writing at the advanced level in modern colloquial Korean. Skills for narration and written essay will be enhanced, and some basic Chinese characters may be introduced. Each class is divided into two parts: 20 minutes of lecture and 30 minutes of drill section. Lectures will include explanations of those conversational patterns in grammatical and pragmatic terms. Drill sections will provide the students with opportunities to practice in actual communicative situations with various tasks and group activities. Students are strongly encouraged to speak in Korean in drill sections. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.

Kor 4001 Beginning Korean

(Sec 001, 050-051); Credit will not be granted if credit has been received for: KOR 1011, KOR 1011, KOR 1011; 3 cr; prereq Grad student; meets DELM req of classroom
Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 1xxx-level Beginning Korean course for reduced credits. If you are a graduate or professional student, you may register for Beginning Korean under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for KOR 1101. See the course guide description for KOR 1101.

Kor 4003 Intermediate Korean

(Sec 001, 050); Credit will not be granted if credit has been received for: KOR 3021, KOR 3021, KOR 3021; 3 cr; prereq 4002, grad student; meets DELM req of classroom
Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 3xxx-level Intermediate Korean course for reduced credits. If you are a graduate or professional student, you may register for Intermediate Korean under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for KOR 3021. See the course guide description for KOR 3021.

Kor 4005 Third Year Korean

(Sec 050); 3 cr; prereq 4004, grad student; meets DELM req of classroom
Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 3xxx-level Third Year Korean course for reduced credits. If you are a graduate or professional student, you may register for Third Year Korean under the 4005 course number for 3 credits. Credit will not be granted if credit has been received for KOR 3031. See the course guide description for KOR 3031.

144 Rapson Hall: 612/625-6860

LA 1101W Introduction to Design Thinking

(Sec 001); Credit will not be granted if credit has been received for: DHA 1101, LA 1101, DHA 1101W, LA 1101W, DHA 1101W, LA 1101W, DHA 1101W, DHA 1101W; 4 cr; A-F only; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Hemmis, Patricia Ann

Description: This course is an introduction to the theories and processes that underpin design thinking and practice. Students investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions, the practice of the design professions, and the power of design in culture. This course is intended for undergraduate students with an interest in pursuing design and design-related areas as professions: through clothing design, architecture, interior design, graphic design, housing studies, product design, landscape architecture, urban design and planning, and retail merchandising. This course is also a primary core requirement in the U of M undergraduate design minor. Secondary audiences might be any students who are interested in diverse types of thinking or design processes. This course creates an opportunity for all design and design-related students to be in the same classroom, learning from faculty and practitioners of different design specializations, and learning from one another. This setting exposes students to all facets of design and provides them an interdisciplinary perspective about design and human behavior. For non-design students, the course offers the opportunity to raise their awareness about the value and the power of design in our culture. Text: Lawson, B. (1997) "How Designers Think", Oxford, England: Architectural Press.

Class time: 70% lecture, 25% Discussion, 5% Videos, and one on-campus field trip

Work load: 8 pages of reading per week, 25 pages of writing per semester, 5 papers, Design journal--3 pages per week, 5 in-class assignments

Grade: 67.5% written reports/papers, 20% problem solving, 12.5% Design journal

LA 1201 Learning from the Landscape

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

Instructor: Nunnally, Patrick

Description: This course is designed to give students an understanding of why the landscape around us looks the way it does. What do our cities, parks, farms, and small towns say about who we are and what we think is important? How do people make homes for themselves, establish public spaces, and understand the meanings of places in the American landscape? What contributions have various racial, ethnic, and class-based groups made to the contemporary American landscape? Lectures are heavily illustrated, and there are two field exercises that invite students to explore the nearby landscape. Course meets the CLE Cultural Diversity requirement.

Class time: 80% lecture, 20% Discussion

Work load: 50-100 pages of reading per week

Grade: 0% 2 midterms, 2 exercises, final exam (all 20%), several small homework assignments are also required.

Exam format: Short answer

LA 1301 Introduction to Landscape Architecture Drawing

(Sec 001, 002); Credit will not be granted if credit has been received for: LA 5301, LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Agee, Bradley Steele

Description: Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during

Landscape Architecture

classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Monday to be completed Wednesday depending upon the nature of the assignment.

Grade: 60% special projects, 20% lab work, 20% Sketch journal

LA 5405 Interdisciplinary Studies in Landscape Architecture (Sec 001-010); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF

Description: Research, planning, and/or design projects. Topics may include energy efficient design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

LA 5406 Urban Design Journal

(Sec 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF

Description: Methods and Theories in urban design and human behavior. Students develop journal as tool for experiencing, analyzing, and recording the urban landscape, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5407 Landscape Architecture Studio

(Sec 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF

Description: Individual and small-group projects focusing on urban issues, design process in Danish conditions, solutions based on knowledge of danish problems in landscape and urban design and an understanding of how these problems are solved within Danish and European contexts.

LA 5408 Landscape Architecture, Architecture, and Planning (Sec 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF

Description: Methods and theories in urban design and human behavior. Students develop urban design journal as tool for experiencing, analyzing, and recording the urban landscapes, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5571 Landscape Construction: Landform Systems and Spatial Performance (Sec 001); 3 cr; A-F only; prereq Accelerated BED student or LA grad student; meets DELM req of classroom
Instructor: Favour, Joseph Richard

Description: Theory and professional applications of landform systems for design. Topics include typology, representation methods, manipulation techniques, use of land survey data, earthwork construction issues, and spatial accommodation of vehicles in landscape architecture, including road design.

(Sec 001-005); Credit will not be granted if credit has been received for: LAT 3111, LAT 1111, LAT 1111H; 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1001 will help strengthen your grasp of English grammar and vocabulary. There is no prerequisite for this course.

Class time: 50% lecture, 50% Discussion

Work load: written homework, frequent quizzes, 3-4 exams

Exam format: translation, grammar

Lat 3113 Intermediate Latin Prose

(Sec 001-003); 4 cr; prereq Grade of at least [C- or S] in [1002 or 1112H or 3112] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: An introduction to reading unadapted Latin prose from classical authors such as Caesar, Cicero and Pliny. The course includes some grammar review but also considers literary issues (e.g. conventions of public speaking, Roman letters as a genre) and situates the works we study in their historical context. Readings for 2006 include selections from Caesar and Cicero.

Work load: 15-25 lines of Latin per class (rising as students improve); weekly quizzes

Exam format: Translation/comment

Lat 3330 Advanced Undergraduate Latin: Oratory

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq 3114 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF

Description: For this class we will read Tacitus' Dialogus de oratoribus, a charged debate about the fate of political discourse in imperial Rome. We will consider how public speech changed as Rome became less democratic under the principate and also discuss some questions of abiding concern that Tacitus poses: Is it worth the price to surrender political freedoms for social stability? What forms does political resistance take in an authoritarian society? Is there a connection between political turmoil and artistic creativity? When does liberty become license? We will also explore the interrelations between the Dialogus and other imperial representations of Rome's republican past.

Class time: 50% lecture, 50% Discussion

Lat 3960H Honors Course: Advanced Undergraduate Latin Reading

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Regis in honors program or high ability as indicated by transcript; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF

Description: For this class we will read Tacitus' Dialogus de oratoribus, a charged debate about the fate of political discourse in imperial Rome. We will consider how public speech changed as Rome became less democratic under the principate and also discuss some questions of abiding concern that Tacitus poses: Is it worth the price to surrender political freedoms for social stability? What forms does political resistance take in an authoritarian society? Is there a connection between political turmoil and artistic creativity? When does liberty become license? We will also explore the interrelations between the Dialogus and other imperial representations of Rome's republican past.

Class time: 50% lecture, 50% Discussion

Latin

245 Nicholson Hall: 612/625-5353

Lat 1001 Beginning Latin I

Lat 5012 Latin Prose Composition**(Sec 001); 3 cr; prereq Grad student or instr consent ; meets DELM req of classroom****Instructor:** Sheets, George A**Description:** This a course in Latin Prose composition. The course aims to improve students' comprehension of and proficiency in using: (1) Latin morphology & syntax; (2) Latin vocabulary & idioms; (3) Latin discourse markers (particles, word order); and (4) elements of Latin prose style (cola, figures, concinnity and its absence).**Class time:** 25% lecture, 25% Discussion, 50% critiquing daily composition exercises**Work load:** Daily composition assignments, sometimes with a brief passage of Latin to study in preparation.**Grade:** 100% Cumulative average of graded daily compositions**Exam format:** no exams**Class time:** 65% lecture, 35% Discussion**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, 5 quizzes of which lowest score dropped**Grade:** 20% final exam, 50% written reports/papers, 15% quizzes, 15% class participation**Exam format:** i.d. terms and short essays**Course URL:** <http://www.hist.umn.edu/hist3401/>**Learning and Academic Skills****104 Eddy Hall: 612/624-7546****Lat 5370 Latin Literature: Satire and the Novel****(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom****Instructor:** Nappa, Christopher**Description:** Petronius' Satyricon (or more properly the Satyricon) is one of the most fascinating works of classical literature to survive antiquity. It follows the misadventures of several over-the-top characters through quarrels, curses, orgies, banquets, shipwrecks, and various kinds of theft and fraud. It also provides philologists with an endless array of difficult questions: How long was the complete work? What happens in the missing parts? When was it written? Does it target badly behaved Romans generally or Nero specifically? In this class we will read all of the extant portions of the Satyricon in Latin with occasional readings in Latin and English of other ancient works. We will also survey the secondary literature on the work and spend some time talking about the ancient novel more broadly.**Class time:** 50% lecture, 50% Discussion**Latin American Studies****214 Social Sciences Tower: 612/624-9007****LAS 3401W Early Latin America to 1825****(Sec 001); Credit will not be granted if credit has been received for: HIST 3401, LAS 3401, HIST 3401W, LAS 3401W, HIST 3401W, LAS 3401W, HIST 3401W; 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Chambers, Sarah C**Description:** In 1519, Spaniard Hernan Cortes entered the dazzling capital city of the Mexica (Aztec) empire; what happened next depends upon whose versions of events you read. European accounts emphasize his daring capture of emperor Moctezuma and his rapid domination of central Mexico by the use of his wits and superior technology. Native accounts reveal that the capture of Moctezuma backfired, leading to a lengthy and heroic defense of the island city. Regardless of the telling, such encounters and struggles set the stage for European rule of the Americas for the next three centuries. This course begins with pre-contact Native American societies, but primarily explores the historical processes of colonialism in Latin America (especially Mexico, Brazil and Peru) between 1492 and 1825. We will study both the economic, religious, and administrative systems put in place by the Europeans, and the varied responses of indigenous peasants, African slaves, racially-mixed town dwellers, and women. We will learn to analyze primary documents from the period (such as the competing accounts of the conquest of Mexico) and read life stories as well as historical narratives. All students register for a discussion section. If you would like to practice your Spanish, sign up for the FLAC Section 5, in which you can read and discuss documents in the original Spanish. (Spanish majors: you can count this as your one degree course outside your department under the new rules).**LASK 1001 Mastering Skills for College Success****(Sec 001-008); 2 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** If you're interested in learning strategies that will help you be a more efficient and effective student throughout the entire semester, consider enrolling in LASK 1001--Mastering Skills for College Success. Focus on topics such as: Developing Useful Study Habits - How much do you learn during a study session? If you think your habits may be more of a handicap than a help, explore options that fit your learning style and give your GPA a boost!; Improving Reading Comprehension - Interested in getting more out of your textbook? Learn to improve your ability to answer questions from your reading assignments and how to use your text to prepare for exams; Managing Your Time - Want to find enough hours in the day for a good education and for friends, recreation, and a part-time job? Find out how to use your most valuable resource to your advantage; Improving Memory Skills - Having difficulty producing the right information at the right time? Learn tips for focusing your attention and steps you can take to aid your memory; Planning Exam Strategies - Want tips on how to handle those **Class time:** 40% lecture, 30% Discussion, 30% Applied activities**Work load:** 30 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers**Grade:** 30% written reports/papers, 14% quizzes, 5% in-class presentations, 51% problem solving**Exam format:** Multiple choice, True/False, Essay**LASK 1101 Academic Success****(Sec 001); 1 cr; S-N only; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** How are you going to react to the news that you're on academic probation? Some students quickly dismiss their probationary status with the remark that, "This really isn't a problem. I'll go back next semester, and things will be different." Some students are shocked by the news: "How could this happen to me? I'm an intelligent person!" Others respond by blaming the system: "How can anyone do well at the University of Minnesota? It's just too big and impersonal!" Still others feel embarrassed, wondering what people will think of them. A few even believe that nothing they do will make any difference and that their suspension is inevitable. Although these may be your first reactions, you can overcome them and move ahead. Recognize the news about you probation as a red flag--something is not going well. Consider joining other students interested in academic improvement and enroll in LASK 1101-Academic Success. Explore what makes learning in college difficult and discover why many students don't meet their own or the University's standards for achievement. Learn what to do when 1) Personal factors interfere with performance. 2) You're unhappy with the institution you're attending. 3) There are problems in your courses. 4) Your approach to study does not bring good results. 5) You're not really sure you want to be in college. Use what you find out to build a personal plan for success that gets you off probation and on with your education. **Class time:** 100% LASK is an individualized study course. You meet weekly with an academic success consultant to develop and carry out a personal plan for improving your grades.

Work load: 30 pages of reading per week, 15 pages of writing per semester, 15 personal reflection assignments

Grade: 12% special projects, 40% class participation, 48% Applied activities

Work load: 50-60 pages of reading per week, 15-20 pages of writing per semester, 4 exams, 1 papers, data analysis problems

Grade: 25% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 15% problem solving
Exam format: short answer, matching, true/false, multiple choice

Course URL: <http://webct.umn.edu>

Linguistics

215 Nolte Center: 612/624-3331

Ling 3001 Introduction to Linguistics

(Sec 001, 050-052); Credit will not be granted if credit has been received for: LING 3011, LING 3001H, LING 3001H, LING 5001, LING 5001; 4 cr; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: Linguistics is the scientific study of language. This course is a general introduction to the various sub-fields of Linguistics. Our emphasis will be on the rules of structural representations found in each of the grammatical components of language: Syntax (phrase and sentence structure), Morphology (word structure), Phonology (sound structure), and Semantics (meaning). Students will learn the essential techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is undergraduate students in linguistics and related disciplines.

Class time: 80% lecture, 20% Discussion

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

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

Exam format: Short answer

Ling 3051H Honors: Thesis

(Sec 001); 3 cr; prereq Linguistics honors candidate, instr consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Independent research and writing of honors BA thesis, under the guidance of a faculty member selected according to student's topic. Details of work are determined in consultation with faculty advisor. Target audience: Linguistics majors in CLA Honors Program

Class time: 100% independent research, writing

Grade: 100% Research progress as determined by faculty advisor

Ling 3052H Honors: Thesis

(Sec 001); 3 cr; prereq 3051; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

Class time: 100% independent research, writing

Grade: 100% written reports/papers

Ling 3101W Languages of the World

(Sec 001); 3 cr; prereq 3001 or 3001H or 3011 or 5001 or instr consent ; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Stenson, Nancy J

Description: This course introduces students to the principles of genetic and typological classification of languages and to the study of linguistic universals. It will survey the range of languages and language families of the world and some of the prominent characteristics of selected families and subfamilies will be discussed in detail. Students will also have the opportunity to do individual research on a language family of their choice

Class time: 70% lecture, 30% Discussion

Ling 4002 Linguistic Analysis

(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom

Instructor: Kac, Michael B

Description: This is a postintrodutory course in problem-solving techniques for morphology, syntax and phonology. The problems are drawn from a variety of languages and language families; the emphasis is on identifying and describing significant generalizations in the linguistic data rather than on theoretical issues.

Class time: 70% lecture, 30% Small-group problem-solving work in class.

Work load: 1 exams, 8 problem-solving assignments

Grade: 33% final exam, 66% assignments

Exam format: problems comparable to the ones given on assignments

Ling 5105 Field Methods in Linguistics I

(Sec 001); 4 cr; prereq 5201, 5302 or instr consent; meets DELM req of classroom

Instructor: Stenson, Nancy J

Description: Techniques for obtaining and analyzing linguistic data from an unfamiliar language through direct interaction with a native speaker. Class jointly studies a language by elicitation of speech samples and analysis of patterns that emerge. Periodic discussion of progress and individual elicitation sessions are also components of the course. Audience: graduate students and advanced undergraduates with prior coursework in phonetics, phonology and syntax.

Class time: 2% lecture, 18% Discussion, 80% Data elicitation and analysis, demonstration

Work load: 30 pages of reading per week, 30-40 pages of writing per semester, 2 papers, Weekly summaries of work progress, data analysis

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

Ling 5202 Syntax II

(Sec 001); 3 cr; prereq 5201; meets DELM req of classroom

Instructor: Soh, Hooi Ling

Description: This course is concerned with the concepts and principles which have been of central significance in the recent development of syntactic theory, with special focus on the "Government and Binding" (GB)/ "Principles and Parameters" (P&P) approach. We will examine how languages may differ in the way words are organized into phrases and sentences and how they are the same. We will also discuss the differences between GB and the Minimalist Program and the motivations for the shift from GB to the Minimalist Program.

Class time: 80% lecture, 20% Discussion

Work load: 25 pages of reading per week, 35 pages of writing per semester, 1 papers

Grade: 35% written reports/papers, 5% in-class presentations, 60% problem solving

Ling 5461 Conversation Analysis

(Sec 001); Credit will not be granted if credit has been received for: SPCH 5461, LING 5461, COMM 5461, LING 5461, COMM 5461, COMM 5461; 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom

Instructor: Szatrowski, Polly Ellen

Description: In this course we will investigate language in its "natural habitat," everyday talk, and attempt to explain how language shapes and is shaped by social interaction. We will discuss basic features of conversational structure, such as turn-taking, adjacency pairs, overall organization, preference organization, pre-sequences and repair. Then we will analyze

how participants use linguistic devices, such as syntactic projection, pause, back-channel utterances ('Uh huh'), laughter, etc., to make invitations, requests, present their opinions, tell stories, create humor, etc. We will also consider the role of interruption, overlap, repetition, preference, co-construction, byplay, and participant status in the interaction. If time permits we will analyze how nonverbal behavior (body and hand movements, head nods, gaze, etc.) contributes to the development of the conversation. We will analyze conversations in a variety of languages, including English, Japanese, French, and German. MAIN TEXTS: Coursepack including 1. Levinson, Steven C. 1983. 6 Conversational structure. Pragmatics, 284-370. Cambridge: Cambridge University Press. 2. Schegloff, Emanuel A. 1995. Talk in interaction: An introduction to conversation analysis. (manuscript) and other research papers PREREQUISITE: LING 3001 or 3011 or 5001 OR permission of the instructor.

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

Work load: 40-50 pages of reading per week, 1 papers, Pages Writing per Term: paper (undergrad 10-15, grad 20-30) + homework (15 pages)=undergrad 25-30, grad 35-45

Grade: 30% class participation, 40% Major paper, abstract, presentation; 30% Written homework and data collection

Ling 5505 Introduction to Second Language Acquisition (Sec 001); 3 cr; prereq [3001 or 3011 or 5001], course on phonological/grammatical structure of a language; meets DELM req of classroom

Instructor: Tarone, Elaine E !!CLA Distinguished Tchg Awd!!

Description: This course is an overview of research on second-language acquisition (SLA): research which examines the way in which human beings acquire second (third/fourth, etc) languages. In this course, you will examine and think about learner language, read summaries of published research on learner language, and consider the implications of your own study and of published research for second-language teaching. The course is intended for students who have already taken an introduction to linguistics and one other course that involves the analysis of phonological, morphological, or syntactic aspects of some language or languages.

Class time: 50% lecture, 40% Discussion, 10% video

Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers

Grade: 20% final exam, 40% written reports/papers, 30% problem solving

Exam format: Essay

Ling 5900 Topics in Linguistics (Sec 003); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: Downing, Bruce T

Description: The U.S. has no official language. Most government business is conducted in English, yet there are federal and state statutes, regulations and policies requiring (or restricting) the use of languages other than English. So to what extent ARE the U.S. government and various state and local governments involved in setting, carrying out, and enforcing policies with regard to the use of English and other languages? In this course you will find out. You will do so in part via a hands-on experience as a volunteer worker/intern with a governmental or non-profit organization such as the Department of Health, Hennepin County Medical Center, the public schools, or the Interpreting Stakeholder Group. You will also learn how government policies and practices relate to various areas of (applied) linguistics: sociolinguistics, language testing, research in translation and interpreting, and of course language policy and planning. Following the field experience and background reading and discussion in class, you will submit two reports: a journal of your learning and public service experience, and a product of your field experience, such as a policy review, a needs assessment, a grant proposal, or a planning document. The course welcomes linguistics majors and non-majors and both undergraduate and graduate students. Inquiries about the course are welcome.

Class time: 20% lecture, 60% Discussion, 20% student reports and student-led discussion

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 papers, field research or internship

Grade: 50% written reports/papers, 10% in-class presentations, 10% class participation, 30% problem solving, 0% journal

Ling 5900 Topics in Linguistics

(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: Szatrowski, Polly Ellen

Description: In this course we will investigate theoretical and pedagogical issues related to the structure of Japanese (phonology, morphology, syntax, discourse). Possible topics are the Japanese writing system, sound system, word classes, morphology, case marking, word order and preferred argument structures, tense, aspect and transitivity, grammatical constructions (passive, spontaneous, potential, causative, benefactive), noun phrase structures and noun modification, embedding (quotation, complementation), information structure (topicalization, focus, contrast), discourse and grammar (clause combining, referent tracking), and pragmatics and grammar (modality, information status, subjectivity, deixis, evidentiality, empathy, speech levels, honorifics, male/female speech, speech register). This course meets a requirement for the undergraduate Linguistics major and Asian Languages and Literatures/Japanese major, and is a good course for graduate students to take in order to become familiar with basic linguistic research areas related to the Japanese. MAIN TEXTS: Iwasaki, Shoichi. 2002. Japanese. Amsterdam/Philadelphia: John Benjamins. and Coursepack with other research papers. PREREQUISITES: LING 3001 or 3011 or 5001, and JPN 3022 Intermediate Japanese, OR permission of the instructor.

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

Work load: 40-50 pages of reading per week, 1 papers, Pages Writing per Term: paper (undergrad 10-15, grad 20-30) + homework (10-15 pages)=undergrad 20-30, grad 30-45

Grade: 30% class participation, 40% Major paper, abstract, presentation; 30% Written homework and data collection

Manufacturing Systems

510 WBOB: 612/624-5747

MS 5107 Simulation of Manufacturing Systems

(Sec 001); 1 cr; A-F only; prereq MS grad student, instr consent; meets DELM req of classroom

Instructor: Taaffe, Michael R

Description: Using integrated simulation/animation environment to create, analyze and evaluate realistic models for various manufacturing, assembly and material handling systems. Experimental design for simulation. Random number generation, selecting input distributions, evaluating simulation output. Limited to Manufacturing Systems students only.

Class time: 60% lecture, 40% Laboratory

Work load: 1 exams, 1 papers

Grade: 25% final exam, 75% lab work

Manufacturing Technology

101 Wesbrook Hall: 612/624-4000

MT 4025 Computer Integrated Manufacturing

(Sec 001); 3 cr; A-F only; prereq 4012, ABus 4102; meets DELM req of Internet-delivered

Instructor: STAFF

Description: Manufacturing system design including information flow and computer networks, network classification and services, hardware components, network protocols and architecture applied to product design and manufacturing. Computer software

used to simulate system/environment interaction.

Materials Science

151 Amundson Hall: 612/625-1313

MatS 3041 Industrial Assignment I

(Sec 001); Credit will not be granted if credit has been received for: CHEN 3041, CHEN 3041, CHEN 3041; 2 cr; A-F only; prereq MatS upper div, completion of required courses in MatS program through fall sem of 3rd yr, GPA of at least 2.80, regis in co-op program; meets DELM req of classroom

Instructor: STAFF

Description: MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.

Class time: 100% On-the-job training

Grade: 100% written reports/papers

MatS 4041 Industrial Assignment II

(Sec 001); Credit will not be granted if credit has been received for: CHEN 4041, CHEN 4041; 2 cr; A-F only; prereq 3041, completion of required courses in MatS program through fall sem of 4th yr, GPA of at least 2.80, registration in co-op program; meets DELM req of classroom

Instructor: STAFF

Description: MatS 4041. Industrial Assignment II (2 cr., regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.

Class time: 100% On-the-job training

Grade: 100% written reports/papers

MatS 4591 Independent Study in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom

Instructor: STAFF

Description: Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

MatS 4593 Directed Study in Materials Science

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq upper div MatS; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

MatS 4594 Directed Research in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom

Instructor: STAFF

Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

Mathematics

127 Vincent Hall: 612/625-2004

Math 1001 Excursions in Mathematics

(Sec 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Introduction to several mathematical ideas having relevance to the contemporary world. Possible topics include: voting systems, methods of sharing and apportionment, graphs and networks, scheduling problems, growth and symmetry, fractal geometry, statistical surveys and studies, descriptive statistic exam. Audience: Students who want to satisfy the CLE Mathematical Thinking requirement and who do not want to take any more math. The prerequisite is the same as for Math 1031 or Math 1051, but the material in Math 1001 has more variety and more immediate interest. This is not an easy course. Students need to be comfortable with Intermediate Algebra. Textbook: Tannenbaum & Arnold, "Excursions in Modern Mathematics," 4th edition.

Class time: 75% lecture, 25% Discussion

Math 1031 College Algebra and Probability

(Sec 001, 010, 020, 040, 050, 060, 090); 3 cr; prereq 3 yrs high school math or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1051, 1151, 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

Math 1038 College Algebra and Probability Submodule

(Sec 001, 011, 013, 021, 023, 041, 043, 052, 054, 061, 064); 1 cr; A-F only; prereq 1051 or 1151 or 1155; meets DELM req of classroom

Instructor: STAFF

Description: Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

Math 1051 Precalculus I

(Sec 001, 010, 030, 040); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1031, 1151; meets DELM req of classroom

Instructor: STAFF

Description: This course assumes that students have a good working knowledge of high school algebra, at least through Algebra II. The course begins with a very brief review of high school algebra. Students needing a more extensive review should register for PsTL 0731 or PsTL 0732 Intermediate Algebra. Topics include linear, quadratic, polynomial, and rational equations and inequalities; graphs of equations, including lines, circles, parabolas, polynomial, rational, exponential, and logarithmic functions; compositions and inverses of functions; transformations of graphs; linear and quadratic models; linear, absolute value, polynomial, rational,

exponential, and logarithmic functions, with applications. This course is for students who wish to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination is equivalent to Math 1155 Intensive Precalculus and satisfies the prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

Class time: 75% lecture, 25% Discussion

Work load: 20 pages of reading per week, 3 exams, 30 to 60 homework problems assigned each week

Grade: 45% mid-semester exam(s), 35% final exam, 20% problem solving

Exam format: Solve problems such as "Graph $f(x) = (x^3 - 1)/(x^2 - 9)$ "

Course URL: <http://www.tc.umn.edu/%7Edroberts/>

Math 1142 Short Calculus

(Sec 001, 010, 020); 4 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications.

Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

Math 1151 Precalculus II

(Sec 001, 020, 030, 040); 3 cr; prereq 3 1/2 yrs high school math or placement exam or grade of at least C- in [1031 or 1051]; Credit will not be granted if credit has been received for: 1155; credit will not be granted if credit received for: MATH 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1155 Intensive Precalculus

(Sec 010); 5 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1031, 1051, 1151; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms with applications. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; solutions of systems of equations by substitution and elimination; systems of inequalities; arithmetic sequences and geometric series. Fast paced one semester precalculus course. Math 1155=Math 1051 + 1151. Satisfies the prerequisite for Math 1271 and Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1271 Calculus I

(Sec 001, 010, 030, 050, 060, 070); 4 cr; prereq 4 yrs high

school math including trig or placement test or grade of at least C- in 1151 or 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hospital's rule; integration: definition, antidifferentiation, area; simple substitution; volumes of solids by cross sections and shells; work; average value of a function. Audience: The beginning of the standard course for students outside of IT. Also taken by IT students who need to start calculus in the middle of year. Students desiring only one semester of calculus should take Math 1142.

Math 1272 Calculus II

(Sec 001, 020, 030, 050); Credit will not be granted if credit has been received for: MATH 1372, MATH 1372, MATH 1572, MATH 1572H, MATH 1572H, MATH 1252, MATH 1252, MATH 1282, MATH 1282, MATH 1282, MATH 1282; 4 cr; prereq [1271 or equiv] with grade of at least C-; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Techniques of integration, including integration by parts, simple trig substitutions, partial fractions. Basic numerical integration; improper integrals; arc length; area of surface of revolution. Separable differential equations, Euler's method, exponential growth and decay. Parametric curves and polar coordinates. Review of conic sections. Sequences and series, comparison and ratio tests, Taylor series and polynomials. Vectors in three dimensions, dot product, cross product, lines, planes, cylinders, quadric surfaces; cylindrical and spherical coordinates. Audience: Part of the standard calculus course for students outside of IT.

Math 2243 Linear Algebra and Differential Equations

(Sec 001, 020, 030); Credit will not be granted if credit has been received for: MATH 2373, MATH 2373, MATH 2373, MATH 2573, MATH 2573H, MATH 2573H; 4 cr; prereq 1272 or 1282 or 1372 or 1572; meets DELM req of classroom

Instructor: STAFF

Description: Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2263 Multivariable Calculus

(Sec 001, 010, 020); Credit will not be granted if credit has been received for: MATH 2374, MATH 2374, MATH 3251, MATH 3251; 4 cr; prereq 1272 or 1372 or 1572; meets DELM req of classroom

Instructor: STAFF

Description: Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2283 Sequences, Series, and Foundations

(Sec 010); Credit will not be granted if credit has been received for: MATH 3283, MATH 3283W, MATH 3283W; 3 cr; prereq concurrent enrollment [2243 or 2263 or 2373 or 2374]; meets DELM req of classroom

Instructor: STAFF

Description: Math 2283 is intended as a gentle introduction to the type of mathematical reasoning that is used in more advanced mathematics courses. It is recommended that students have the equivalent of at least three semesters of calculus before taking this course. Topics covered include: Truth tables; Universal and existential quantification, Mathematical induction, Completeness of the real numbers, Sequences, Series, Taylor series, Power series solutions of differential equations.

Math 3113 Topics in Elementary Mathematics I

(Sec 001); 4 cr; prereq [Grade of at least C- in 1031] or placement exam; meets DELM req of classroom

Instructor: STAFF

Description: Math 3113 and Math 3118 are required of all prospective elementary school teachers in the undergraduate program (Math 3116 replaces Math 3118 for postbaccalaureate students). This sequence is unusual compared to what is being offered at other institutions. It is based on a text written by Professor Dennis White, who is a member of the School of Mathematics. It contains a great deal of challenging mathematics that the students have not seen before. The key to success is the method of presentation. These courses are taught in small classes of size 30. The students work most of the time in groups of 3 or 4. Their learning activities are guided by a faculty member and a teaching assistant who are both present during all of the class meetings. This labor-intensive approach to instruction makes it possible for us to considerably broaden the students' mathematical perspective, thereby increasing the likelihood that they will pass on a positive message about mathematics to the school children that they will teach.

Math 3116 Topics in Elementary Math II: Short Course

(Sec 001); 2 cr; A-F only; prereq Grade of at least C- in 3113; meets DELM req of classroom

Instructor: STAFF

Description: For description of this course see Math 3113.

Math 3118 Topics in Elementary Mathematics II

(Sec 001); 4 cr; prereq Grade of at least C- in 3113; meets DELM req of classroom

Instructor: STAFF

Description: For description of this course, see Math 3113.

Math 3283W Sequences, Series, and Foundations: Writing Intensive

(Sec 010); Credit will not be granted if credit has been received for: MATH 2283, MATH 2283; 4 cr; prereq concurrent enrollment in [2243 or 2263 or 2373 or 2374]; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: The writing intensive version of Math 2283. Students are expected to write 10 pages of mathematical material that will be critiqued by the instructor and then revised by the student. See Math 2283 for content description.

Math 4606 Advanced Calculus

(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2283 or 2574 or 3283 or instr consent]; Credit will not be granted if credit has been received for:5615; meets DELM req of classroom

Instructor: STAFF

Description: This course for which single and multivariable differentiable calculus are prerequisites, treats these topics in more depth than they are treated in the prerequisites courses. This depth has both a calculational aspect (for instance, in studying the gamma function) and a theoretical aspect (for

instance, when proving that continuous functions and certain discontinuous functions have integrals). The course is designed to serve two types of students: undergraduate juniors and seniors, primarily mathematics majors, and graduate students from outside mathematics. Such graduate students should confirm that their program accepts this 4xxx-level course for graduate-status credit. Math 4606 is not designed to prepare students for 8xxx-level courses requiring an analysis prerequisite. The sequence Math 5615-5616 is designed for that purpose.

Work load: 20 pages of reading per week

Exam format: Problems and proofs

Math 5165 Mathematical Logic I

(Sec 001); Credit will not be granted if credit has been received for: MATH 4152; 4 cr; prereq 2283 or 3283 or Phil 5201 or CSci course in theory of algorithms or instr consent; meets DELM req of classroom

Instructor: Richter, Wayne H

Description: See the web site for Professor Richter at <http://www.math.umn.edu/~richter/>

Course URL: <http://www.math.umn.edu/~richter/>

Math 5345 Introduction to Topology

(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [concurrent enrollment 2283 or concurrent enrollment 2574 or concurrent enrollment 3283]; meets DELM req of classroom

Instructor: Kahn, Donald William

Description: Introduction to Topology, Math 5345-Begins with a review of the elements of mathematical reasoning and then discusses the theory of sets, which is a foundation stone of all higher mathematics. This should occupy less than 4 weeks. Then, to motivate the general theory, we will discuss metric spaces, that is sets for which there is good notion of the distance between a pair of points. The general theory of topological spaces, of which metric spaces form a key example, is the core of the course. It involves bases, separation axioms, compactness and connectedness. The big results will be Tychonoff's theorem on products and Urysohn's metrization theorem. The material is important for modern analysis, including functional analysis, and also modern physics and some types of engineering. The text will be "Topology" by Donald Kahn, Dover Publ., as well as references such as J. Kelley "General Topology".

Class time: 90% lecture, 10% Discussion

Work load: 10 pages of reading per week

Grade: 40% final exam, 10% special projects, 50% problem solving, 0% Problems.

Math 5385 Introduction to Computational Algebraic Geometry

(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373 or 2574]; meets DELM req of classroom

Instructor: Roberts, Joel L

Description: Algebraic varieties are curves, surfaces, etc that are defined by polynomial equations. We start with examples of plane curves, and surfaces and curves in 3-space. This leads to discussion of ideals. (An ideal is a specific kind of set of polynomials.) We will learn to use graphics software in the computer labs for visualization of curves and surfaces. The method of Groebner bases is an effective method to determine whether a given polynomial is an element of a given ideal. It involves a multivariable version of long division of polynomials. Computations will be done by hand at first, but we also will learn how to use a computer algebra package - probably Maple - to study more substantial examples. We will then apply this method to study topics such as solving systems of polynomial equations, finding the implicit equations of a variety given in parametric form, and finding the singular points of a variety. The standard sophomore level math sequence provides sufficient background. Students will be able to progress steadily from that starting point to learn new and very interesting material. Some of that material is related to abstract algebra, but this course has _no_abstract_algebra_prerequisite_.

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

Work load: 3 exams, approx 8 problem sets
Grade: 40% mid-semester exam(s), 30% final exam, 30% problem solving
Exam format: Problem solving
Course URL: <http://www.math.umn.edu/~roberts/math5385/>

Math 5587 Elementary Partial Differential Equations I (Sec 001); 4 cr; prereq [2243 or 2373 or 2573], [2263 or 2374 or 2574]; meets DELM req of classroom

Instructor: Olver, Peter John

Description: Math 5587- Math 5588 is a year course that introduces the basics of partial differential equations, guided by applications in physics and engineering. Both analytical and numerical solution techniques will be discussed. Specific topics to be covered during the year include, in rough order: Classification of PDEs; the heat, wave, Laplace, Poisson and Helmholtz equations; characteristics; the maximum principle; separation of variables; Fourier series; Fourier and Laplace transforms; harmonic functions; distributions; Green's functions and fundamental solutions; special functions, including Bessel functions and spherical harmonics; numerical methods including finite elements; nonlinear PDEs; shocks and solitons. Choice of supplementary topics and applications will depend on the interests of the class. Prerequisites: Strong background in linear algebra, multi-variable calculus and ordinary differential equations (3000 level). Some mathematical sophistication. Other topics will be introduced as needed. The course will be based on the professor's own lecture notes.

Class time: 100% lecture

Work load: 30 pages of reading per week, 60 pages of writing per semester, 3 exams

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

Exam format: Problems --- one page notes allowed

Course URL: http://www.math.umn.edu/~olver/c_/5587a.html

Math 5651 Basic Theory of Probability and Statistics (Sec 001, 002); 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373]; [2283 or 2574 or 3283] recommended; Credit will not be granted if credit has been received for: Stat 4101, Stat 5101.; meets DELM req of classroom

Instructor: Jain, Naresh C

Description: This is the same course as Stat 5101. It is a calculus-based probability/statistics course that has no probability prerequisite but it makes extensive use of calculus. This course is a prerequisite for Stat 5102 (Theory of Statistics II) and also for Math 5652 (Introduction to Stochastic Processes). This course is also a prerequisite for Math 5654 (Prediction and Filtering). Prerequisite: Single and Multivariable Calculus

Math 5652 Introduction to Stochastic Processes (Sec 001); 4 cr; prereq 5651 or Stat 5101; meets DELM req of classroom

Instructor: Zeitouni, Ofer

Description: Topics: Conditioning. Markov chains. Martingales. Poisson processes. Renewal theory. Random walk and Brownian motion. This roughly covers the material in the official textbook: "Essentials of Stochastic Processes" by R. Durrett (Springer, 1999). Each student will be required to take notes from one lecture. The notes will be distributed to the class.

Class time: 100% lecture

Work load: 20 pages of reading per week, 2 exams, 1 papers, 6 homework sheets

Grade: 10% written reports/papers, 20% problem solving, 70% two exams during term, each 2 hours, each 35% of grade

Course URL: <http://www.math.umn.edu/~zeitouni/5652>

Mathematics Education
 145 Peik Hall: 612/625-6372

MthE 5993 Directed Studies in Mathematics Education

This information is accurate as of: 4/19/2007 at 12:00 PM

(Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math ed MEd student, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's advisor as part of MthE program.

Mechanical Engineering
 125 Mechanical Engineering: 612/625-0705

ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Process

(Sec 001, 014); 4 cr; A-F only; prereq 2011, AEM 3031, MatS 2001, ME upper div; meets DELM req of classroom

Instructor: Mantell, Susan C !!Land Grant Chair; New Young Investigator Awd NSF!!

Description: Course Objectives: Almost all engineering and engineering management activity will involve some dealing with manufacturing engineers and manufacturing processes. Much of this activity will be asking or answering technical questions about materials, material behavior, material processing and product characteristics. The goals of this course are to provide information about manufacturing processes, a way of considering problems related to material processing and some experience with processes so that manufacturing engineering questions can be understood and answered by the use of fundamental engineering science concepts. This entails the use of many topics covered in the prerequisite courses and provides the opportunity to apply engineering science concepts. The general goal is to provide knowledge so that informed observations can be made about the effects of process parameters on process performance and product quality. This goal is pursued by analyzing various manufacturing processes using existing process models. With successful completion of this course the student should be able to: 1) Identify critical process variables which affect process performance; 2) Select appropriate material property values for use in process analysis; 3) Estimate forces and temperatures in various processes; 4) Develop simple process models; 5) Evaluate process variability and process capabilities.

Class time: 80% lecture, 20% Laboratory

Work load: 3 exams, 6 problem sets; 6 labs

Exam format: short problems

Course URL: <http://www.me.umn.edu/courses>

ME 4232 Fluid Power Control Lab

(Sec 001); 4 cr; A-F only; prereq 3281, 4031W, ME upper div; meets DELM req of classroom

Instructor: Li, Perry Y

Description: This course's objectives are: 1) Introduce fluid power component, circuits, and systems 2) Provide hands on experience in design, analysis and implementation of control systems for real and physical systems; 3) Provide first hand experience in modeling, control and other dynamic systems concepts, such as in ME3281. Students will design, build and study hydraulic circuits in the first half of the semester, and design, analyze and implement controllers of different sophistications for electrohydraulic systems in the second half. There will be extensive use of Matlab/Simulink in analysis, implementation and design. This course emphasizes laboratory experience and making connections between physical systems and mathematical models.

Class time: 33% lecture, 66% Laboratory

Exam format: There will be one oral final exam

Course URL:

<http://www.me.umn.edu/education/courses/me4232>

Medical Technology

15-170 Phillips Wangenstein Bldg (Box 609 Mayo): 612/625-9490

MedT 4082 Applied Clinical Chemistry

(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.

Class time: 100% Laboratory

Work load: 40 hour week practical experience

Grade: 5% in-class presentations, 95% lab work

MedT 4251 Hematology I: Basic Techniques

(Sec 001); Credit will not be granted if credit has been received for: CLS 5251, CLS 5251; 3 cr; A-F only; prereq enrolled MedT, instr consent ; meets DELM req of classroom

Instructor: Swinehart, Cheryl D

Description: This course will include the theory and application of the basic principles and techniques in clinical hematology and hemostasis. There will be both lecture and laboratory sessions. Students who have been admitted to the professional program in medical technology are eligible for this course.

Class time: 33% lecture, 67% Laboratory

Work load: 10 pages of reading per week, 3 exams, Laboratory reports.

Exam format: Multiple choice

Medieval Studies

131 Nolte Center: 612/626-0805

MeSt 3610 Topics in Medieval Studies

(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Liberman, Anatoly

Description: Scandinavian Myths - Although less known to the general public than tales from Ancient Greece and Rome, the tales that have come down to us from Medieval Scandinavia are as interesting and important as those. We will read two main sourcebooks of Scandinavian mythology, known as the Elder Edda (the first half) and the Younger Edda (most of it); a textbook will supplement the main texts. The course will introduce the students to the body of the only ancient myths extant in the Germanic-speaking world and to the foundations of mythological thinking. The original language of the Scandinavian myths is Old Icelandic, but all the reading will be in English. Lectures (the main medium of this course) will alternate with discussion. There will be a take-home midterm and a take-home final based on the material of the lectures and the textbook (essay questions in both); also a paper, about five pages long, will be required. The course spans the areas of mythology, religion, literature, and cultural anthropology. No prerequisites.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

MeSt 3610 Topics in Medieval Studies

(Sec 007); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Steyaert, John W

Description: History of Medieval Art - The course surveys major representative works of Medieval European architecture, sculpture, painting and the minor arts from Early Christian through Gothic (300-1400 C.E.). The material is presented in lectures illustrated by slides and supplemented by a study of originals in the Minneapolis Institute of Art. Principal textbook: H. W. Janson, "History of Art." Lectures emphasize: 1. an analysis of important monuments in terms of salient characteristics of subject and style; 2. a discussion of their place in a historical development, conditioned by changing social function. Target audience: all undergraduates. No prior art history background is required. Students will use the Art History Department's Visual Resources Center Web Site.

Class time: 75% lecture, 25% Discussion

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

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

Exam format: Slide identification and discussion; essay (on final, take-home essay)

MeSt 3610 Topics in Medieval Studies

(Sec 001); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Wakefield, Ray M

Description: German Civilization and Culture: Middle Ages to 1700 - This course, with lectures in English, offers an overview of the cultural, political, and social development of the German-speaking countries from the earliest days of contact between the Germanic tribes and the Romans until 1700. Emphasis will be placed on the way in which present-day Germany views its medieval and early modern past, and the role of the Middle Ages, the Reformation, and the Thirty Years War in the creation of a German national identity. Topics to be discussed include myths about the origins of the Germans, the Germanic reshaping of the ancient Roman world, the role of the German Empire in the development of medieval Christianity, the social position of women in medieval and early modern times, medieval and early modern court culture, Reformation and Counter-Reformation debates, Baroque culture in the German Empire. Discussions will involve many types of cultural artifacts, e.g., literary, historical, religious, philosophical texts; paintings, engravings, architecture; medieval and early modern music. Authors to be discussed include Tacitus, Einhard, Hadewijch, Luther, Grimmelshausen, et al. English discussion sections; German majors will be required to complete substantial work in German.

Class time: 50% lecture, 50% Discussion

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

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

Exam format: oral exams

Military Science

110 Armory: 612/624-7300

Mil 104 Military Science I Leadership Lab

(Sec 001); 0 cr; A-F only; prereq 1102; meets DELM req of classroom

Instructor: STAFF

Description: Leadership Labs provide practical experience for cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Exam format: No exams

Course URL: <http://rotc.blackboard.com>

Mil 301 Military Science III Leadership Lab (Sec 001); 0 cr; prereq Enrollment in 3130; meets DELM req of classroom

Instructor: STAFF

Description: Leadership Labs provide practical experience for cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Exam format: No exams

Course URL: <http://rotc.blackboard.com>

Mil 401 Military Science IV Leadership Lab 3403 (Sec 001); 1 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3101; meets DELM req of classroom

Instructor: STAFF

Description: Leadership Labs provide practical experience for cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Exam format: No exam

Course URL: <http://rotc.blackboard.com>

Mil 1003 Military Science II Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 1220; meets DELM req of classroom

Instructor: STAFF

Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team building leadership skills that can be applied throughout life.

Mil 1005 Military Science III Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 3130; meets DELM req of classroom

Instructor: Boisen, David J

Description: Leadership Labs provide practical experience for

cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Course URL: <http://rotc.blackboard.com>

Mil 1007 Military Science IV Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 3140; meets DELM req of classroom

Instructor: STAFF

Description: Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply counseling and motivating techniques.

Mil 1010 Introduction to ROTC (Sec 001, 002); 1 cr; prereq Enrollment in 1001; meets DELM req of classroom

Instructor: Leonard, Doug Richard

Description: This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army and its advantages to the student.

Class time: 33% lecture, 33% Discussion, 33% Experiential: Case Studies, Practical Exercises, Reflection, Role Playing, Dialogue

Work load: 10 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 papers

Grade: 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% special projects, 20% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% attendance

Exam format: Critical Thinking, Analysis, Application, Interpretation, Influence, Explanation and Evaluation.

Course URL: <http://rotc.blackboard.com>

Mil 1103 Military Science I Leadership Lab (Sec 001); 1 cr; A-F only; prereq Concurrent registration is required (or allowed) in 1101; meets DELM req of classroom

Instructor: Leonard, Doug Richard

Description: Leadership Labs provide practical experience for cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Course URL: <http://rotc.blackboard.com>

Mil 1203 Military Science II Leadership Lab

(Sec 001); 1 cr; A-F only; prereq Concurrent registration is required (or allowed) in 1201; meets DELM req of classroom

Instructor: STAFF

Description: Leadership Labs provide practical experience for cadets and are scheduled 16 hours each semester. Leadership Labs meet once each month for 4 hours. The Leadership Labs are designed to build on the classroom material from the month in which they are scheduled and contain activities for all cadet levels. Like the curriculum, the Leadership Labs are also progressive and sequential, yet they are flexible enough to accommodate dynamic situations, such as winter weather conditions.

Class time: 10% Discussion, 90% Hands on exercises in a tactical environment

Work load: 10 pages of reading per week, 5 pages of writing per semester

Grade: 5% in-class presentations, 95% class participation

Exam format: No exam

Course URL: <http://rotc.blackboard.com>

Mil 1220 Self/Team Development

(Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course; meets DELM req of classroom

Instructor: STAFF

Description: Prepares students for the transition from an ROTC Basic Course Cadet to an ROTC Advanced Course Cadet.

Focus is on individual and small team leadership development, problem solving, understanding group dynamics and increased self confidence.

Mil 3130 Leading Small Organizations I

(Sec 001, 002); 3 cr; prereq Enrollment in Advanced Course; meets DELM req of classroom

Instructor: Boisen, David J

Description: Challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC)

Class time: 33% lecture, 33% Discussion, 33% Experiential: Case Studies, Practical Exercises, Reflection, Role Playing, Dialogue

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

Grade: 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% special projects, 20% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% attendance

Exam format: Critical Thinking: Analysis, Application, Interpretation, Explanation, Evaluation

Course URL: <http://rotc.blackboard.com>

Mil 3140 Leadership Challenges and Goal Setting

(Sec 001); 3 cr; prereq Enrollment in Advanced Course; meets DELM req of classroom

Instructor: Cooper, Curt Scott

Description: Develop cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Cadets analyze, evaluate and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare these cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train and develop subordinates.

Class time: 33% lecture, 33% Discussion, 33% Experiential: Case Studies, Practical Exercises, Reflection, Role Playing, Dialogue

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

Grade: 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% special projects, 20% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% attendance

Exam format: Critical Thinking, Analysis, Application, Interpretation, Inference, Explanation, Evaluation

Course URL: <http://rotc.blackboard.com>

Mil 3970 Directed Studies

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

Instructor: STAFF

Description: A writing intensive independent study course, evaluating the student's research and analysis skills. This course is open to ROTC advanced course students only.

Work load: 30 pages of writing per semester

Grade: 100% written reports/papers

Mortuary Science

A-275 Mayo (Box 740): 612/624-6464

Mort 3018 Funeral Practice

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

Instructor: Mathews, Michael Clark

Description: A study of the practice of funeral service arrangements and the conduct of funerals, including different types of funeral ceremonies, cemetery types and eligibility, obituary writing and use of computers in funeral service.

Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion

Work load: 25 pages of reading per week, 4 exams

Grade: 60% mid-semester exam(s), 20% final exam, 10% special projects, 5% in-class presentations, 5% class participation

Exam format: Multiple choice

Mort 3021W Funeral Service Psychology

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

Instructor: Tibbetts, Steven Patrick

Description: This course is designed to provide an understanding of one's own awareness of death, as well as the grief responses of others who have experienced the death of another person. Literature will be studied to examine history in an attempt to build a background for current thoughts about dying and death; but primarily, current psychological data will be examined, which will help to understand both our individual and societal reactions to death. Prereq of General Psychology course recommended; majors and non-majors.

Class time: 60% lecture, 40% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers

Grade: 25% mid-semester exam(s), 25% final exam, 50% in-class presentations

Exam format: Multiple choice, matching, essay

Mort 3022W Funeral Service Counseling

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

Instructor: Tibbetts, Steven Patrick

Description: This is a course about helping people who have suffered the ultimate loss of death. It is also a course about oneself; that is to say, a course which will help each person look at themselves as a helper. The two purposes of the course are:

1) To learn about yourself as a helper; and 2) To learn the necessary skills to be a good counselor. Prereq of General

Psychology course recommended; majors and non-majors.
Class time: 60% lecture, 40% Discussion
Work load: 60 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers
Grade: 20% final exam, 30% quizzes, 50% in-class presentations
Exam format: Multiple choice, true/false, matching, essay

Class time: 85% lecture, 15% Discussion
Work load: 20 pages of reading per week, 3 exams
Grade: 50% mid-semester exam(s), 40% final exam, 10% attendance
Exam format: Identification and short-answer questions.

Music

100 Ferguson Hall: 612/624-5740

Mus 1001 Fundamentals of Music
(Sec 001-005); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF
Description: An introduction to the musical notation and structure of Western music. This course is intended for non-music majors and will cover the following topics: rhythm, pitch, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing instruments, clapping and aural perception. Grades are determined from assignments, quizzes, a paper and mid-term and final exams. Class time includes two lectures and one lab per week. The syllabus is on the class web. (Note: this class includes four lab sections: 002, 003, 004, and 005.)

Class time: 66% lecture, 33% Laboratory
Work load: 8 pages of reading per week, 2 pages of writing per semester, 2 exams, 10 quizzes and 10 assignments
Grade: 10% mid-semester exam(s), 15% final exam, 10% written reports/papers, 20% quizzes, 20% lab work, 25% problem solving
Exam format: Multiple choice and written answer; written and aural examination

Mus 1013 Rock I: The Historical Origins and Development of Rock Music to 1970
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Lubet, Alex J !!Morse Alumni Award; Grad and Prof Teaching Award!!
Description: An examination of the beginnings of rock music from its precursors circa 1900 through the early '70s: emphasis on early Rock and Roll, Rhythm and Blues, Soul Music, the first British Invasion, and the rock counterculture centered in San Francisco beginning in the mid-60s. The focus is upon rock as music, although lyrics and social milieu are also considered. Course work is primarily comprised of readings, music listening in and out of class, frequent quizzes, and a comprehensive final exam.

Class time: 30% lecture, 30% Discussion, 30% Laboratory, 10% quizzes and group work
Work load: 25 pages of reading per week, 25 pages of writing per semester, 1 exams, 8 papers, quizzes virtually every class day
Grade: 20% final exam, 50% written reports/papers, 10% special projects, 20% quizzes
Exam format: multiple-choice and other short answers

Mus 1021 Introduction to Music
(Sec 001); Credit will not be granted if credit has been received for: MUS 3021, MUS 3021; 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Mercer-Taylor, Peter J
Description: This course is intended as an introduction to the process of serious musical listening. Though the historical styles, forms, and cultural foundations of European classical music will form the core of our subject matter—and it is exclusively on this material that you will be graded—we will stray repeatedly into popular music traditions in the course of our explorations.

Mus 1051 Class Piano for Nonmusic Majors I
(Sec 001-015); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF
Description: Mus 1051, Class Piano for Non-Music Majors. A beginning course for non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: "Contemporary Class Piano" 6th ed. by Elyse Mach. Mus 1051 covers Units 1-2, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily
Grade: 20% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation, 5% two written projects
Exam format: Individual keyboard performance (plus some written theory).

Mus 1052 Class Piano for Non Music Majors II
(Sec 001, 002); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF
Description: Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 6th edition, by Elyse Mach. 1052 covers Units 3-5, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedalling; other scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily.
Grade: 20% mid-semester exam(s), 25% final exam, 5% special projects, 40% quizzes, 10% class participation
Exam format: Individual keyboard performance (plus some written theory).

Mus 1151 Piano: Class Lessons I
(Sec 001-005); 2 cr; A-F only; prereq Music major, instr consent; meets DELM req of classroom

Instructor: STAFF
Description: Mus 1151 Piano: Class Lessons I. A beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: "Group Piano for Adults Book I" by Lancaster and Renfrow, 2nd ed., "Easy Classics to Moderns" by Agay, and course packet. Mus 1151 covers Units 1-13. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily

Grade: 25% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation

Exam format: individual keyboard performance

Mus 1155 Keyboard Skills I

(Sec 001); 2 cr; A-F only; prereq [Keyboard major or music major], extensive keyboard background, instr consent; meets DELM req of classroom

Instructor: Shockley, Rebecca P

Description: Mus 1155 Keyboard Skills I. A functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising and playing by ear, along with keyboard theory, technique, and music learning skills. Taught in an electronic piano lab. (Advanced non-keyboard majors may substitute one semester of Mus 1521 for Mus 1151-2 with instructor permission.) Text: Harmonization at the Piano (6th ed.) by Frackenpohl plus supplementary materials. 1521 covers chapters 1-6 plus 3-part vocal scores.

Class time: 10% lecture, 90% Laboratory

Work load: 1 hour practice daily

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

Exam format: individual keyboard performance

Mus 1471 Guitar: Class Lessons I

(Sec 001-013); 2 cr; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.

Class time: 40% lecture, 60% in-class performance

Work load: 3 exams, 3 to 4 hours individual practice per week

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation

Exam format: performance

Mus 1501 Theory and Analysis of Tonal Music I

(Sec 001); 2 cr; A-F only; prereq Music major or instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: The first semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including sight-singing, ear-training, and keyboard performance. Music 1501 is intended primarily for music majors and music minors. Non-majors generally enroll in Mus 1001 unless they intend to continue in the theory sequence beyond a single term.

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

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, daily homework assignments; weekly skills assignments

Mus 1801W Music, Society, and Cultures

(Sec 001); 3 cr; A-F only; prereq [Music major or instr consent], permission number; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course, taught by Professor Mirjana Lausevic, is designed to enable the students to understand how other people conceptualize music, how musicians across the globe learn, perform and incorporate music into their personal lives and the social fabric of their communities. The students will learn how musical instruments and human voices are employed to serve particular societal needs, and how musical organization both reflects and shapes cultural values. Using musical case studies from around the world, we will explore differences in aesthetics

that stem from different lifestyles and values. Music will be used as a starting point for understanding how different societies operate, how they cope with life and death, how they make sense of daily life and the universe. The course objectives will be accomplished through lectures, lots of listening, some hands-on musical experience, selected readings, assigned concert attendance and video viewing. This course is primarily for undergraduate majors.

Class time: 50% lecture, 25% Discussion, 25% workshops, video viewing, concert attendance

Work load: 30 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers, several short assignments (1-2 pages)

Grade: 30% written reports/papers, 10% special projects, 30% quizzes, 30% class participation

Exam format: quizzes, written reports

Mus 3021 Introduction to Music

(Sec 001); Credit will not be granted if credit has been received for: MUS 1021, MUS 1021, MUS 1021, MUS 1021; 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Mercer-Taylor, Peter J

Description: This course is intended as an introduction to the process of serious musical listening. Though the styles, forms, and cultural foundations of European classical music will form the core of our subject matter-and it is exclusively on this material that you will be graded-we will stray repeatedly into popular music traditions in the course of our explorations.

Class time: 85% lecture, 15% Discussion

Work load: 20 pages of reading per week, 7 pages of writing per semester, 3 exams, 2 papers

Grade: 42% mid-semester exam(s), 32% final exam, 16% written reports/papers, 10% attendance

Exam format: Identification and short-answer questions

Mus 3230 Chorus

(Sec 001); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background, audition, instr consent; meets DELM req of classroom

Instructor: Romey, Kathy Saltzman !!Arthur Motley Exemplary Tch Aw!!

Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from the perspective of both the performer and listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

Class time: 80% rehearsal/lecture; 20% performance

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

Grade: 25% attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance

Exam format: reaction paper and final performances replace final exam

Mus 3263 German Diction for Singers

(Sec 001); 1 cr; A-F only; prereq Voice or choral music major, concurrent enrollment in applied voice; meets DELM req of classroom

Instructor: Del Santo, Jean Marie

Description: This course is designed for undergraduate vocal music majors and collaborative piano majors only. Prerequisites are MUS 3261 and MUS 3262. All students must be concurrently enrolled in applied voice or piano lessons. A large portion of class time is dedicated to performance in class and critiques of performances by instructor and peers. It is expected that students registering for this course have a working knowledge of the International Phonetic Alphabet. Topics included in class: Rules for German lyric pronunciation of song texts; IPA transcriptions of songs and arias; Performance of three German songs for critique; Reading of German operatic texts in class and viewing of German opera videos. Assignments: Five listening assignments; Selected readings from various reference sources; Memorization of selected German vocabulary; Preparation of songs to be performed in class.

Class time: 25% lecture, 25% Laboratory, 50% Performances in class

Work load: 5-10 pages of reading per week, 5 exams, Written reports of listening assignments

Grade: 20% mid-semester exam(s), 20% final exam, 20% quizzes, 30% in-class presentations, 10% class participation

Exam format: Short answer, fill in blank, transcriptions

Mus 3340 Jazz Ensemble

(Sec 001-003); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

Instructor: Sorenson, Dean Patrick

Description: The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.

Class time: 100% Rehearsal/performance

Mus 3350 Jazz Combo

(Sec 001-003); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.

Class time: 100% performance/rehearsal

Mus 3400 University and Campus Bands

(Sec 002, 003); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom

Instructor: Diem, Timothy W

Description: The Campus Band is a laboratory course designed for undergraduate and graduate students representing a wide variety of academic disciplines across campus. The goal of this organization is to provide students with high level musical experiences through the study of works for large wind band. The group performs twice during the semester. No audition is necessary.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3400 University and Campus Bands

(Sec 001); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom

Instructor: Schneider, Mary K

Description: The University Band is a laboratory course designed for undergraduate and graduate students representing a wide variety of academic disciplines across campus. The goal of this organization is to provide students with high level musical experiences through the study of works for large wind band. The group performs twice during the semester. No audition is necessary.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3410 University Wind Bands

(Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

Instructor: Kirchhoff, Craig James

Description: A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3410 University Wind Bands

(Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

Instructor: Luckhardt, Jerry M

Description: A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3440 Chamber Ensemble

(Sec 001-018); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description:

Grade: 0% performances

Mus 3490 Athletics Bands

(Sec 003); 1 cr; max crs 16, 16 repeats allowed; A-F only; prereq instr consent ; meets DELM req of classroom

Instructor: Schneider, Mary K

Description: Three Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Auditions are held in early September for formation of the three groups. Year-long participation is required.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3518 Review of Ear-Training and Sight-Singing

(Sec 001); 1 cr; A-F only; prereq Theory Placement Exam; meets DELM req of classroom

Instructor: STAFF

Description: A course intended for transfer and graduate music majors who, based on the Placement Exam for Entering Students, require remediation in ear-training and sight-singing. Mus 3518 covers at a fast pace the ear-training content of Mus 1502 (Theory II) and Mus 3501 (Theory III). After Mus 3518, the sequence continues with Mus 3502 (for students who need both theory and ear-training review for the contents of Theory IV) or Mus 3511 (for students who need only ear-training review for the contents of Theory IV).

Class time: 40% Discussion, 50% Laboratory, 10% sight-singing

auditions

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

Grade: 20% mid-semester exam(s), 20% final exam, 10% quizzes, 50% sight-singing auditions

Exam format: dictation

Mus 4505 Jazz Theory

(Sec 001); 3 cr; A-F only; prereq 3502 or instr consent; meets DELM req of classroom

Instructor: Sorenson, Dean Patrick

Description: Jazz Theory explores the music theory concepts that exist within jazz performance, composition, and improvisation. The course is intended for upper division undergraduates or graduate students who have a good background in traditional music theory.

Class time: 100% lecture

Work load: 3 exams

Grade: 15% mid-semester exam(s), 30% final exam, 13% quizzes, 12% problem solving, 30%

Exam format: Two other exams, in addition to the final and the midterm

Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians **(Sec 001-003); 2 cr; max crs 4; meets DELM req of classroom**

Instructor: McCullough, Brian

Description: The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems. Its principles address how the daily habits in the use of the self (such as sitting, standing and walking) affect seemingly disparate problems such as stage fright, muscular-skeletal pain, playing induced injuries, and computer use injuries. For musicians, the interplay of unconscious habits and the body mechanics of daily use of the self strongly affect tone production and technique. The Alexander Technique provides tools to enhance fundamental coordination. Its application can lead to greater performance ease and a reduction of chronic aches and pains. Class enrollment is limited and the class will include individual "hands-on" mini-lessons each week. The texts used are: "Use of the Self," by F. M. Alexander; "Indirect Procedures--A Musician's Guide to the Alexander Technique," by Pedro de Alcantara; and "Body Learning" by Michael Gelb. Class discussions will center on assigned readings and each student will be responsible for three short papers on selected portions of the texts. Open to musicians and non-musicians. For more info: www.MinnesotaAlexanderTechnique.com If class is full, call instructor (612-824-4251) for permission to add.

Class time: 10% lecture, 25% Discussion, 25% Laboratory, 40% individual work with students

Work load: 40 pages of reading per week, 4 pages of writing per semester, 2 papers

Grade: 50% class participation, 50% attendance

Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians **(Sec 001-003); 2 cr; max crs 4; meets DELM req of classroom**

Instructor: McCullough, Brian

Description: The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems. Its principles address how the daily habits in the use of the self (such as sitting, standing and walking) affect seemingly disparate problems such as stage fright, muscular-skeletal pain, playing induced injuries, and computer use injuries. For musicians, the interplay of unconscious habits and the body mechanics of daily use of the self strongly affect tone production and technique. The Alexander Technique provides tools to enhance fundamental coordination. Its application can lead to greater performance ease and a reduction of chronic aches and pains. Class enrollment is limited and the class will include individual "hands-on" mini-lessons each week. The texts used are: "Use of

the Self," by F. M. Alexander; "Indirect Procedures--A Musician's Guide to the Alexander Technique," by Pedro de Alcantara; and "Body Learning" by Michael Gelb. Class discussions will center on assigned readings and each student will be responsible for three short papers on selected portions of the texts. Open to musicians and non-musicians. For more info:

www.MinnesotaAlexanderTechnique.com If class is full, call instructor (612-824-4251) for permission to add.

Class time: 10% lecture, 25% Discussion, 25% Laboratory, 40% individual work with students

Work load: 40 pages of reading per week, 4 pages of writing per semester, 2 papers

Grade: 50% class participation, 50% attendance

Mus 5230 Chorus

(Sec 001); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background; audition, instr consent; meets DELM req of classroom

Instructor: Romey, Kathy Saltzman !!Arthur Motley Exemplary Tch Aw!!

Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from both the perspective of the performer and the listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

Class time:

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

Grade: 0% 25% attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance.

Exam format: reaction paper and final performances replace final exam

Mus 5250 Opera Workshop and Ensemble

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

Instructor: Walsh, David Allan

Description: The Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development of the individual student. The 'non-production' nature of this course means that the student has the possibility of exploring and 'trying things out'. This class will be determined on the basis of audition and will be restricted to juniors and seniors in the undergraduate programme.

Class time: 20% Discussion, 80% Practical instruction in stagecraft

Work load: Primarily in-class work. Some outside homework in terms of preparation of scene work, including character research and musical preparation, will be required.

Grade: 20% in-class presentations, 80% class participation
Exam format: There are no formal exams. The in-class participation and the presentation of improvs, script readings and scene studies will be the basis for grading the students accomplishments and progress.

Mus 5280 Opera Theatre

(Sec 001); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom

Instructor: Walsh, David Allan

Description: The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.

Class time: 20% Discussion, 80% Direct practical staging instruction

Work load: maximum 12 hours of staging per week plus 3 hours music coaching

Grade: 100% Staging and musical work

Exam format: Performances of the opera production each semester

Mus 5340 Jazz Ensemble

(Sec 001-003); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom

Instructor: Sorenson, Dean Patrick

Description: The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.

Class time: 100% Rehearsal/performance

Mus 5440 Chamber Ensemble

(Sec 001-018); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom

Instructor: STAFF

Description:

Grade: 0% performance

Mus 5490 Percussion Ensemble

(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq instr consent ; meets DELM req of classroom

Instructor: Meza, Fernando A.

Description: Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.

Class time: 20% lecture, 80% Laboratory

Work load: practice time

Grade: 40% in-class presentations, 60% lab work

Exam format: no exams

Mus 5591 Computer Music 1: Studio Techniques and Theory (Sec 001); 3 cr; A-F only; prereq At least jr, instr consent ; meets DELM req of classroom

Instructor: Geers, Doug

Description: This course, the first of a two-semester sequence, is an accelerated investigation of music technology for composition, aimed primarily towards composers. Topics discussed will include the essentials of psychoacoustics and digital sound; a historical overview of electroacoustic music composition, including detailed analysis of selected works; an introduction to studio hardware and recording ; digital audio editing and mixing ; theory and use of digital synthesis and signal

processing; and an introduction to computer-specific composition techniques.

Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 30-40 pages of reading per week, 10 pages of writing per semester, weekly quizzes on readings and several studio projects

Grade: 5% written reports/papers, 50% special projects, 10% quizzes, 10% class participation, 15% lab work, 5% problem solving, 5%

Exam format: No exams, but several studio projects of large scope

Music Applied

100 Ferguson Hall: 612/624-5740

MusA 1101 Piano: Elective

(Sec 001-010); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at <http://www.music.umn.edu/degrees/nds.htm>

Class time: 100% individual lessons

Work load: one hour of practice daily

Grade: 40% final exam, 60% weekly lesson preparation

Exam format: individual keyboard performance (jury)

Course URL: <http://www.music.umn.edu>

MusA 1401 Piano--Secondary

(Sec 001-010); 2-4 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music major, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at <http://www.music.umn.edu/degrees/degreesundergrad.htm>

Class time: 100% individual lessons

Work load: 1 hour of practice daily

Grade: 40% final exam, 60% weekly lesson preparation

Exam format: individual keyboard performance (jury)

Course URL: <http://www.music.umn.edu>

Music Education

100 Ferguson Hall: 612/624-5740

MuEd 3301 General Music I

(Sec 001); 3 cr; A-F only; prereq Music Education major, dept consent ; meets DELM req of classroom

Instructor: Addo PhD, Akosua O

Description: This course designed to prepare you with materials, strategies and the field experience to plan and implement instruction for global arts understanding among elementary school children. Taking this course will, through experiential learning, prepare you to integrate international music and culture perspectives while planning and implementing sequential elementary music instruction. To be enrolled in this course, you must have completed the course sequence for

Music Theory and Music History, and MusA 1401 Piano skills. A special focus of the course is international content and perspectives. Comparing and contrasting how the following approaches: Ghanaian traditional methods of teaching, Carl Orff (Austria), Zoltan Kodaly (Hungary), and Edwin Gordon (USA) have informed elementary music instruction in North America, this course will engage students in inter cultural immersion and constructively address cultural perspectives in US general music classrooms.

Class time: 10% lecture, 30% Discussion, 30% Laboratory, 30% Team based learning

Work load: projects

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

Exam format: Essay

MuEd 5011 Music in the Elementary Classroom Curriculum (Sec 001, 002); 2 cr; prereq Mus 1001, elem ed grad student, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to prepare pre-service teachers with materials and strategies to plan and integrate multi-cultural music instruction for elementary school children. Students will need a tuning fork = A, soprano recorder with Baroque-English fingering and one blank VHS videotape. Students will sing, play instruments, sight read and conduct.

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

Work load: 20 pages of reading per week, 50 pages of writing per semester, 1 exams

Grade: 5% final exam, 20% quizzes, 40% in-class presentations, 15% class participation, 20% problem solving

Exam format: Essay

MuEd 5350 Student Teaching in Classroom Music (Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; A-F only; prereq Music ed major, instr consent ; meets DELM req of classroom

Instructor: Addo PhD, Akosua O

Description: This course is designed to give students an opportunity to discuss the challenges and triumphs of learning to teach. Course discussions, debriefing sessions, and interactions with other professionals will assist the student-teachers transition into the world of public school teaching. Class assignments include a teaching portfolio, periodic journal reports and in-class presentations. Credential files must be opened by October 8, 2001.

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

Work load: 10 pages of reading per week, 100 pages of writing per semester, 6 papers

Grade: 60% special projects, 10% in-class presentations, 10% class participation, 20% problem solving

Naval Science

203 Armory: 612/625-6677

Nav 4401W Leadership and Management I (Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is an advanced level of study of organizational behavior and management designed to prepare students to balance leadership and management in their role as junior officers in the fleet. This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of Leadership and Management in Organizations, we will use this learning system to examine the leadership process in the context of the dynamic interaction of The Leader, the Followers, and The Situation. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in

preceding sessions and relate these ideas to the real-life experiences. The course's theory to application model provides a scholarly framework complemented by direct application in each session. The custom textbook includes classic readings by prominent thinkers from numerous academic disciplines as well as thoughts from great military leaders like Vice Admiral James B. Stockdale, General Walt Ulmer, General S.L.A. Marshall and Major General Perry Smith. This course is designed to arm students with an understanding of the fundamental theoretical concepts of leadership and management, and to give students a set of practical leadership tools that can be derived from the theoretical concepts.

Class time: 30% lecture, 70% Discussion

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

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

Exam format: essay and short answer

Neuroscience

6-145 Jackson Hall: 612/626-6800

NSc 5461 Cellular and Molecular Neuroscience (Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent; meets DELM req of classroom

Instructor: Newman, Eric A

Description: Goals of the course: 1) To understand the principles of cellular and molecular neuroscience that underlie the function of cells in the nervous system. 2) To study key molecules in the nervous system and learn how they determine cellular properties. 3) To understand the basic principles of neurophysiology and cell biology that underlie cell signaling and communication in the nervous system. 4) To learn about molecular, genetic, cellular, and electrophysiological approaches to studying the nervous system in health and disease. 5) To learn how to read the primary literature critically and to give effective oral presentations. 6) To learn how to write a concise review of a scientific topic based on primary journal articles.

Class time: 65% lecture, 35% Discussion

Work load: 30 pages of reading per week, 40 pages of writing per semester, 4 exams, 1 papers

Grade: 10% written reports/papers, 35% class participation, 55% 4 experiments

Exam format: Essay

Course URL:

<http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5461/>

NSc 5561 Systems Neuroscience (Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent; meets DELM req of classroom

Instructor: Honda, Christopher N

Description: This is an advanced lecture and laboratory course on the principles of organization of neural systems designed for graduate students or advanced undergraduate students in neuroscience or related fields. The objective of this course is to provide a contemporary understanding of neural systems forming the basis for sensation and movement, as well as sensory-motor and neural-endocrine integration. The course is a team-taught comprehensive survey of sensory, motor, autonomic, limbic, and neuroendocrine systems. A combination of lecture and laboratory instruction will stress the relationships between structure and function in the nervous system.

Class time: 50% lecture, 50% Laboratory

Work load: 40 pages of reading per week, 4 exams, 3 hours lecture/week, 3 hours lab/week

Grade: 35% lab work, 65% lecture information

Exam format: multiple choice, essay, laboratory practical

Course URL:

<http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5561/>

Neuroscience Department

6-145 Jackson Hall: 612/626-6800

Nsci 4105 Neurobiology Laboratory I

(Sec 001, 003); Credit will not be granted if credit has been received for: PHSL 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, NSCI 3105, BIOL 3105, BIOL 3105, BIOL 4105, BIOL 4105; 3 cr; A-F only; prereq [3101 or Biol 3101 or Phsl 3101], [3102W or Biol 3102W], instr consent ; credit will not be granted if credit received for: 3105, Biol 3105, Biol 4105, Phsl 3105; meets DELM req of classroom

Instructor: Branton, W Dale

Description: This course serves as an introduction to the principles, methods, and laboratory exercises for investigating neural mechanisms and examining experimental evidence. This course constitutes a part of the core curriculum for Neuroscience majors and is designed to supplement and reinforce the objectives of NSc 3101 by emphasizing experimental approaches to understanding the brain. The course will provide an introduction to the development and structure of the vertebrate brain and the various experimental techniques available for this study. Topics include: Comparative gross and cell anatomy of invertebrate and vertebrate nervous systems; gross dissection of fish and mammalian brains; use of experimental histochemistry and fluorescent tracers to study brain circuitry, neurons and synaptic connections in the rat brain; small animal surgery and microdissection; use of fluorescent, confocal and dissecting microscopes; use of stereotaxic brain atlas. Students can expect 4 hours of laboratory and 2 hours for preparation and analysis per week. The main theme of the course is to learn by observation. The specific observations you make will be mostly self-directed and guided by a written assignment each week. There will be only a limited number of specific exercises with detailed instructions, the rest will depend on your initiative.

Class time: 5% lecture, 95% Laboratory

Work load: laboratory notebook and one laboratory project with presentation. May also be expected to make project poster. May need to work in lab beyond scheduled hours.

Grade: 50% written reports/papers, 20% class participation, 30% final oral presentation of laboratory project

Course URL:

<http://www.neurosci.umn.edu/courses/4105/4105-home.html>

Nsci 4167 Neuroscience in the Community

(Sec 001); 1-3 cr; A-F only; prereq instr consent; meets DELM req of classroom

Instructor: Dubinsky, Janet M

Description: Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with neuroscience through the BrainU program offered through the Department of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed neuroscience activities. Students will choose a basic concept in an area of neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of neuroscience to middle school learners. By partnering with a middle school teacher and assisting in his/her classroom, the student participates in a service learning experience. Credit hours are proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with the instructor, journaling, and readings are required for all credit levels.

Class time: 100% Field work in service learning

Grade: 30% in-class presentations, 30% classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal

Course URL:

<http://www.neurosci.umn.edu/courses/4167/4167-home.html>

Nsci 4793W Directed Studies: Writing Intensive

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.

Work load: 45 hrs per credit per semester

Grade: 100% written reports/papers

Course URL:

<http://www.neurosci.umn.edu/courses/4793W/4793-home.html>

Nsci 4794W Directed Research: Writing Intensive

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.

Work load: 45 hrs per credit per semester

Grade: 100% written reports/papers

Course URL:

<http://www.neurosci.umn.edu/courses/4794W/4794-home.html>

Nsci 4993 Directed Studies

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom

Instructor: STAFF

Description: Individual study of selected topics with emphasis on selected readings and use of scientific literature. The course objective is to permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Topics and the literature vary according to the needs of the student. Most of the readings will be drawn from the primary research literature of neuroscience and related disciplines, although some monographs and reviews may also be consulted. This directed study course involves a student workload of a minimum of 45 hours work per credit (total workload for the entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature and writing an extensive survey of the literature.

Work load: 45 hours per credit per semester
Grade: 100% written reports/papers
Course URL:
<http://www.neurosci.umn.edu/courses/4993/4993--home.html>

Nsci 4994 Directed Research

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom

Instructor: STAFF

Description: Directed Research is an individualized research experience under the direction of a faculty mentor. The course objective is to provide opportunity for undergraduates (primarily undergraduate majors in neuroscience) to experience laboratory research. This is very important preparation for those who intend to apply for graduate study. Topics vary according to the subject matter of the research project chosen by the student, with assistance from the faculty mentor. Readings will include several papers from the primary research literature as well as some review articles and several papers about appropriate research methods. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature and writing a summary report.

Work load: 45 hours per credit per semester

Grade: 100% written reports/papers

Course URL:

<http://www.neurosci.umn.edu/courses/4994/4994--home.html>

Norwegian

205 Folwell Hall: 612/625-2080

Nor 1001 Beginning Norwegian

(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 4001, NOR 4001; 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: This is the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Norwegian. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See description for Nor 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

Grade: 50% written reports/papers, 50% oral/aural

Exam format: structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

Nor 1003 Intermediate Norwegian

(Sec 001); Credit will not be granted if credit has been received for: NOR 4003, NOR 4003; 5 cr; prereq 1002; meets DELM req of classroom

Instructor: STAFF

Description: This course continues the presentation of Norwegian language skills begun in 1001-2 (or quarter courses 1101-2-3). At this level, students will be reading and listening to more advanced authentic Norwegian material and will expand and refine vocabulary and knowledge of grammar. The 1003-4 course sequence will prepare students for the Graduation Proficiency Test (GPT) that will be taken toward the end of 1004.

Students will practice the four language skills (speaking, writing, reading, and listening). Class sessions will emphasize interactive communicative activities in pairs and small groups; additional class time will be spent on reading, writing, and grammar.

Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See the description for Nor 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

Grade: 50% written reports/papers, 50% oral/aural

Exam format: written essays, listening and reading protocols, structural exercises, oral interviews

Nor 4001 Beginning Norwegian

(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1001, NOR 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: See the course description for Nor 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1001 under the number Nor 4001 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Nor 4003 Intermediate Norwegian

(Sec 001); Credit will not be granted if credit has been received for: NOR 1003, NOR 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: See the course description for Nor 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1003 under the number Nor 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Off-Campus Study

220 Johnston Hall: 612/624-7577

OCS 550 National Student Exchange: Off-Campus Study

(Sec 001); 0 cr, 3 repeats allowed; S-N only; prereq dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

OCS 1550 National Student Exchange: Off-Campus Study

(Sec 001); 1-15 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in

the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

clearer and more reasonable thinker. Logic cannot teach you what to think, but it will teach you how to think, and thinking logically is a crucial skill for you as a student and a citizen.

OCS 3550 National Student Exchange: Off-Campus Study (Sec 001); 0 cr; S-N only; prereq dept consent ; meets DELM req of classroom
Instructor: STAFF

Description: This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

Operations and Management Sciences

3-140 CarlSMgmt: 612/624-7010

OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis (Sec 001, 020); Credit will not be granted if credit has been received for: OMS 2550H, OMS 2550H; 4 cr; A-F only; prereq [Math 1031 or equiv], at least 30 cr; credit will not be granted if credit received for: 1550; meets DELM req of classroom
Instructor: STAFF

Description: Exploratory data analysis, basic inferential procedures, statistical sampling/design, regression/time series analysis. How statistical thinking contributes to improved decision making.

OMS 3056 Operations Planning and Control (Sec 001); 4 cr; A-F only; prereq 3001 or instr consent ; meets DELM req of classroom
Instructor: STAFF

Description: Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Material Requirements Planning (MRP), Just-in-Time, and theory of constraints.

Philosophy

831 Heller Hall: 612/625-6563

Phil 1001 Introduction to Logic (Sec 001, 020); Credit will not be granted if credit has been received for: PHIL 1011, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1021, PHIL 1021, PHIL 1021; 4 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF

Description: Have you ever heard an argument that you knew wasn't any good, but you didn't have the tools you needed to show what was wrong with it? This course will give you those tools. We will look at many different kinds of arguments and we will identify the patterns of good and bad arguments. You will learn a method for describing and analyzing these patterns so that you will be able to evaluate even very complicated arguments in a straightforward way. Armed with these abilities you will be able to diagnose the problems with faulty arguments and you will be better equipped to come up with excellent arguments of your own. Your writing will become clearer, better argued, and more forceful. And most of all, you will become a

Phil 1002V Honors: Introduction to Philosophy (Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Waters, C. Kenneth

Description: The study of philosophy involves deep and critical thinking about fundamental intellectual problems. This course will introduce a broad range of philosophical problems and some of the most successful attempts to solve them (within the European/Anglo-American tradition). Areas to be studied and representative questions include: moral philosophy (what ultimately makes an action right or wrong?), philosophy of religion (what arguments can be given for or against the existence of God?), logic (what would be an ideal model of good reasoning?), epistemology (what is the nature of scientific justification?), philosophy of mind (will it be possible for machines to think?), social/political philosophy (is affirmative action unfair?). Overall, this course is aimed towards helping students acquire an appreciation for philosophical issues and critical thought. But doing philosophy also helps one develop practical skills. This course should help students learn how to read difficult writings and evaluate the underlying reasoning. It should also help students learn to write clearly and convincingly. And studying philosophy encourages people to be open-minded towards new and challenging ideas.

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

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

Grade: 30% final exam, 50% written reports/papers, 10% lab work, 10% First test. In addition, attendance is required.

Students are allowed 3 unexcused absences. Each additional unexcused absence will lower student's course grade by 1/3 letter grade per absence.

Exam format: Essay exam, questions distributed in advance

Phil 1002W Introduction to Philosophy (Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Waters, C. Kenneth

Description: The study of philosophy involves deep and critical thinking about fundamental intellectual problems. This course will introduce a broad range of philosophical problems and some of the most successful attempts to solve them (within the European/Anglo-American tradition). Areas to be studied and representative questions include: moral philosophy (what ultimately makes an action right or wrong?), philosophy of religion (what arguments can be given for or against the existence of God?), logic (what would be an ideal model of good reasoning?), epistemology (what is the nature of scientific justification?), philosophy of mind (will it be possible for machines to think?), social/political philosophy (is affirmative action unfair?). Overall, this course is aimed towards helping students acquire an appreciation for philosophical issues and critical thought. But doing philosophy also helps one develop practical skills. This course should help students learn how to read difficult writings and evaluate the underlying reasoning. It should also help students learn to write clearly and convincingly. And studying philosophy encourages people to be open-minded towards new and challenging ideas.

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

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

Grade: 30% final exam, 50% written reports/papers, 10% lab work, 10% First test. In addition, attendance is required.

Students are allowed 3 unexcused absences. Each additional unexcused absence will lower student's course grade by 1/3 letter grade per absence.

Exam format: Essay exam, questions distributed in advance.

Phil 1004W Introduction to Political Philosophy

(Sec 001); Credit will not be granted if credit has been received for: PHIL 1004V, PHIL 1004V; 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Holtman, Sarah William

Description: What is the purpose of the state? What obligations does it have to its citizens? What do citizens owe to one another and to the state itself? What are justice, property, liberty, and the "social contract"? How are these concepts related to one another and to an appropriate understanding of political society? We will investigate these and related questions by appeal to works including Hobbes's "Leviathan," Locke's "Second Treatise of Government," and Rousseau's "Social Contract." We will supplement texts by appeal to contemporary political issues (E.G., those surrounding the funding of public education, the provision of welfare and other benefits to the needy, and the use and justification of criminal punishment.

Class time: 75% lecture, 25% Discussion

Work load: 15-20 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 2 papers, 2 QUIZZES

Grade: 45% written reports/papers, 10% quizzes, 45% exams

Exam format: In class essay exams (midterm and final)

Phil 1005 Scientific Reasoning

(Sec 001); Credit will not be granted if credit has been received for: PHIL 1005H; 4 cr; prereq [1st or 2nd] yr student or instr consent ; meets DELM req of classroom

Instructor: Love, Alan Christopher

Description: Every day we are bombarded by information derived from scientific investigation. This information bears directly on public policy issues, including global climate change, stem-cell research, genetic engineering of food, and avian flu virus transmission. Sometimes the claims appear contradictory, especially when related to nutritional benefits. (Are red wine and chocolate really good for us?) What makes claims about these topics 'scientific'? What is the form of the reasoning that supports them? How can we make informed evaluations of scientific claims in order to participate knowledgeably in our society's political process and make the best choices in our everyday life? This course tackles these questions (and more) through an introductory analysis of the nature of scientific reasoning. We will evaluate characteristics of theoretical, causal, and statistical hypotheses by exploring a variety of case studies from past and present scientific research. Along the way we will apply our discoveries to contested domains such as reports about extraterrestrials or astrology and consider models of decision making that apply when we lack or are unable to secure relevant scientific information. This course is designed for students of all majors with an interest in the topic.

Class time: 80% lecture, 20% Discussion

Work load: ~25 pages of reading per week, 8 pages of writing per semester, 3 exams, 4 papers

Grade: 25% final exam, 24% written reports/papers, 20% quizzes, 28% problem solving

Exam format: Short Answer

Course URL: <http://www.tc.umn.edu/~aclove/teaching.htm>

Phil 1005H Scientific Reasoning

(Sec 001); Credit will not be granted if credit has been received for: PHIL 1005, PHIL 1005, PHIL 1005; 4 cr; prereq [1st or 2nd] yr honors student or instr consent ; meets DELM req of classroom; meets HON req of Honors

Instructor: Love, Alan Christopher

Description: Every day we are bombarded by information derived from scientific investigation. This information bears directly on public policy issues, including global climate change, stem-cell research, genetic engineering of food, and avian flu virus transmission. Sometimes the claims appear contradictory, especially when related to nutritional benefits. (Are red wine and chocolate really good for us?) What makes claims about these topics 'scientific'? What is the form of the reasoning that supports them? How can we make informed evaluations of scientific claims in order to participate knowledgeably in our society's

political process and make the best choices in our everyday life? This course tackles these questions (and more) through an introductory analysis of the nature of scientific reasoning. We will evaluate characteristics of theoretical, causal, and statistical hypotheses by exploring a variety of case studies from past and present scientific research. Along the way we will apply our discoveries to contested domains such as reports about extraterrestrials or astrology and consider models of decision making that apply when we lack or are unable to secure relevant scientific information. This course is designed for students of all majors with an interest in the topic.

Class time: 80% lecture, 20% Discussion

Work load: ~25 pages of reading per week, 8 pages of writing per semester, 3 exams, 4 papers

Grade: 25% final exam, 24% written reports/papers, 20% quizzes, 3% class participation, 28% problem solving

Exam format: Short Answer

Course URL: <http://www.tc.umn.edu/~aclove/teaching.htm>

Phil 1006W Philosophy and Cultural Diversity

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

Instructor: Scheman, Naomi !!CLA Distinguished Tchg Awd; Arthur Motley Exemplary Tch Aw!!

Description: 'Philosophy' means different things depending on the context. In the university it is both a discipline and a 2500-year conversation. Part of the "disciplining" of philosophy is deciding who belongs in that conversation, and what they can properly discuss. 'Philosophy' also refers more broadly to conversations all humans have about what we are like; how thinking, feeling, sensing, desiring, and acting are related; how we ought to behave toward other humans and other living and non-living things; the sources of authority and what claims they have on us; and the scope and limits of our knowledge. Our aim is to broaden the disciplined conversation by bringing in voices that have been "disciplined out," including our own. Questions about authority, obedience and disobedience, anger, the nature and sources of rights, and how we are connected to each other are especially urgent now. A guiding idea is that canonical philosophers can contribute to the conversations that we--the diverse people here in the U.S. in the 21stC--need to be having with each other. The course has five sections; each pairs some 20th C. U.S. texts by writers of color with one canonical text and concludes with a "fishbowl": volunteers discuss questions that students have posed. Canonical authors are Plato, Aristotle, Descartes, Locke, and Mill. 20thC authors include M.L.King, Malcolm X, Audre Lorde, Gloria Anzaldua, Mitsuye Yamada, Paula Gunn Allen, Gerald Vizenor, & Maria Lugones.

Class time: 75% lecture, 25% Discussion

Work load: 25-50 pages of reading per week, 20 pages of writing per semester, 7 papers, 4 one-page; 1 mid-term five-page, revised; 2 final two-page

Grade: 100% written reports/papers, 0% extra credit for participation in class or on the web

Phil 1103 Introduction to Ethics

(Sec 001); Credit will not be granted if credit has been received for: PHIL 1003, PHIL 1003W, PHIL 1003W, PHIL 1003W, PHIL 1003W, PHIL 1003V, PHIL 1003V, PHIL 1003V, PHIL 1003V; 4 cr; prereq credit will not be granted if credit received for: 1003W; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Hopkins, Jasper

Description: Everything you wanted to know about basic ethical theory but were afraid to ask--because it might change your lifestyle! Sample topics: (1) Why be moral? (2) What is so golden about the golden rule? (3) Is the moral rightness or wrongness of an action determinable solely by its consequences? (4) Is it true that 'ought' implies 'can', and what does that claim mean? (5) If God does not exist, is morality simply a matter of convention? (6) If morality is a matter of convention, are some conventions better than others? (7) Aren't all of my actions conditioned and, therefore, unfree? (8) "When in Rome, do as the Romans do?" (9) Aren't all of my actions selfish because they involve so much

self-interest? (10) Can an action ever be morally right even though, all things considered, it is surely wrong? Is it morally right to do what my conscience tells me to do, even when what my conscience tells me is wrong? (11) If two wrongs do not make a right, do two rights ever make a wrong? ATTENDANCE REQUIRED.

Class time: 75% lecture, 25% Discussion

Work load: 3 exams

Grade: 0% Each exam counts approximately 1/3 of one's grade. Attendance is required.

Exam format: varies

Phil 1905 Topics: Freshman Seminar: The Possibility of a Sustainable Society (Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom

Instructor: Wallace, John R

Description: The Possibility of a Sustainable Society: This seminar will introduce students to, and engage them in, important current conversations about the future of our society that turn on the question: how can we create a sustainable society? The purpose is for students to come to know their way around in these conversations and to develop a voice to participate in them. In particular, the seminar will plunge in depth into two current conversations. One is about global warming. The other is about high-intensity agriculture's effects on soil and water resources. Pursuing these conversations requires digging into current scientific understandings of the natural systems that underlie climate change and agriculture, and of how human activity impacts these systems. Pursuing the conversations also requires philosophical work in clarifying key value-laden assumptions that provide scaffolding for the conversations: assumptions about what human beings need, assumptions about human beings' capacities to adapt their ways of life in the face of radically changed environments, assumptions about what features of our present way of life we must preserve, and what features we can let go of, as we change our way of life.

Class time: 15% lecture, 85% Discussion

Work load: 45 pages of reading per week, 30 pages of writing per semester, 4 papers

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

Phil 3001W General History of Western Philosophy: Ancient Period

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

Instructor: Peterson, Sandra L !!CLA Distinguished Tchg Awd!!

Description: The course will study the beginnings of philosophy in the Western world. The ancient Greek philosophers to be studied include Heraclitus, Parmenides, Gorgias, Socrates, Plato, Aristotle, and Sextus Empiricus. The course will reflect on some of the answers those thinkers gave to such questions as 'What is there?', 'What can we know about it?' and 'What should we do about it?' In studying these philosophers, we will also consider the question what they thought philosophy was. The course is for both majors and non-majors. Readings will be some fragments of the PreSocratics, several dialogues of Plato's, selections from Aristotle's writings, and Sextus Empiricus' 'Outlines of Scepticism'.

Class time: 5% lecture, 95% Discussion

Work load: 40 pages of reading per week, 18 pages of writing per semester, 5 papers, consistent attendance in class

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

Phil 3231 Philosophy and Language

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

Instructor: Hanks, Peter William

Description: This course will be an introduction to philosophical reflection on the nature of language and the relation between language and thought. We will investigate questions like: What is a language? Are languages social objects? Must one have a language in order to think? Do non-linguistic animals have

thoughts? What makes a word mean what it does, e.g. what makes the word 'plus' mean addition? Readings will include classic and contemporary texts by writers such as Noam Chomsky, John Searle, Hilary Putnam, Stephen Pinker, Saul Kripke, and others. Students will write a number of expository or argumentative papers in which they develop their skills using philosophical methods and concepts. They will also learn about how philosophical approaches to language differ from those of linguistics and psychology.

Class time: 70% lecture, 30% Discussion

Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers

Grade: 40% final exam, 60% 3 5-page papers: 20% each

Exam format: Short answer

Phil 3302W Moral Problems of Contemporary Society

(Sec 001); Credit will not be granted if credit has been received for: PHIL 3322, PHIL 3322W, PHIL 3322W, PHIL 3322W, PHIL 3322W, PHIL 3402, PHIL 3402; 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Tiberius, Valerie

Description: Is abortion morally wrong? Should we eat factory farmed meat? How much money does a good person give to charity? We face many complicated moral issues today that are both personally challenging and politically important.

Philosophical reflection, argument and analysis can help us to think about these problems in a rational way and to arrive at answers to these problems that are reasonable and defensible. In this course we apply the analytic, philosophical method to thinking about such issues as abortion, animal rights, punishment, and world hunger. No philosophy background is required. This is a writing intensive course. Students will be required to rewrite one of their papers in light of comments.

Work load: 15-25 pages of reading per week, 10-15 pages of writing per semester

Phil 3307 Social Justice and Community Service

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

Instructor: Wallace, John R

Description: This course explores four questions: What is good learning (good education)? What is good work (or what is vocation)? What is a good life? What is a good society? The method of inquiry used in the course is philosophical. It is alert to noticing and bringing into the open hidden assumptions and presuppositions. It also seeks to make explicit frameworks for viewing and overall strategies for approaching such large questions as "what is a good life?" and "what is a good society?" The course will use an approach to learning which goes by various names: "circle of inquiry," "circle of culture," "community of inquiry," "learning circles." This is an approach to learning in which a group learns collaboratively by (i) each member contributing his or her own voice and ideas, and listening to the voices and ideas of others in the group, and (ii) inviting into the circle and listening to other voices--the voices of writers or speakers who by virtue of life experience and thoughtfulness contribute to the inquiry which is centered in the in-class circle of inquiry. A further essential aspect of the approach to learning in the course is that each student in the course will do work in the community to meet human needs for at least three hours per week throughout the semester.

Class time: 15% lecture, 85% Discussion

Work load: 45 pages of reading per week, 30 pages of writing per semester, 5 papers

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

Phil 3601W Scientific Thought

(Sec 001); 4 cr; prereq One course in philosophy or natural science; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Waters, C. Kenneth

Description: This course is concerned with the nature of scientific thought and inquiry. We shall read works on philosophical issues about science written by philosophers, scientists, and historical and sociological observers of the sciences. We will motivate the philosophical issues by examining the debate between evolutionary biologists and those who argue that applying the true methods of science would support creationism, not evolution. We will study accounts of the methods of science and the nature of scientific objectivity, examine strange theories yielded from applying these methods to various domains (physical, biological, and social) and consider how seriously and how literally these theories should be taken.

Class time: 66% lecture, 34% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 0-2 exams, 2 papers, And one re-write

Grade: 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 20% class participation, 0% Attendance is required. Students are allowed three unexcused absences. Each additional unexcused absence will lower the student's course grade by 1/3 letter grade per absence.

Phil 3602 Science, Technology, and Society

(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

Instructor: Love, Alan Christopher

Description: The word `evolution? is enough to transform a civil discussion into an acrimonious debate. `Darwin? and `design? are at the heart of these disputes. This course examines the philosophical issues surrounding Darwin, design, and evolution that appear at the intersection of science and society. We begin with some history of philosophy and science to get a grip on the design argument and the relevant background, content, reactions, and subsequent developments pertaining to Darwin's theory of evolution by natural selection. Then we will turn to contemporary conversations about the nature of evolutionary theory and various arguments, criticisms, and responses involved in the so-called ?creation-evolution? debate (focusing especially on `Intelligent Design?). Our strategy will be to look at these disputes in light of history with a number of philosophical questions in mind. (1) What is a scientific theory? What is `evolutionary theory?? What is `Darwinism?? (2) How is evidence related to theories in biological science? What is the nature of scientific explanation? How are scientific controversies resolved? (3) What is the design argument? How should it be understood? (4) What is best way (if any) to characterize the relation between science and religion? This course is intended for a diversity of majors in different colleges, including anthropology, biology, education, geography, history, philosophy, psychology, and sociology.

Class time: 60% lecture, 40% Discussion

Work load: ~50 pages of reading per week, ~12 pages of writing per semester, 3 papers

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Course URL: <http://www.tc.umn.edu/~aclove/teaching.htm>

Phil 3993 Directed Studies

(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

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

Phil 4105W Epistemology

(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

Description: Epistemology (or theory of knowledge) is the field of philosophy that raises (and tries to answer) questions about the nature of knowledge and reasonable belief: What is knowledge? How does knowledge differ from mere opinion? How

is knowledge acquired and transmitted? When is a belief reasonable or justified? We will read a range of philosophical responses to questions such as these, focusing especially on questions of testimony (which for philosophers means any information we get from someone else) and the social nature of knowledge, especially the acquisition and spread of knowledge within communities of science.

Class time: 70% lecture, 20% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 4 papers, 4 or 5 problem solving assignments completed in class

Grade: 80% written reports/papers, 10% class participation, 10% Web Discussion

Course URL: <http://webct.umn.edu>

Phil 4521 Philosophy of Religion

(Sec 001); 3 cr; prereq 8 cr in philosophy; meets DELM req of classroom

Instructor: Hopkins, Jasper

Description: If theological claims are not empirical hypotheses, then what cognitive status do they have? Is there a satisfactory answer to Hume's attack on the credibility of belief in miracles? What is the strongest argument against the claim that God exists? The strongest argument in favor of this claim? Is theism a reasonable belief, irrespective of whether it is a true belief? These and cognate questions are explored in the course. There will be three in-class examinations, each over a different portion of the course. A short paper (somewhat longer for graduate students) will also be assigned. ATTENDANCE REQUIRED.

Class time: 85% lecture, 15% Discussion

Phil 4605 Space and Time

(Sec 001); Credit will not be granted if credit has been received for: PHIL 5605, PHIL 5605; 3 cr; prereq Courses in [philosophy or physics] or instr consent; meets DELM req of classroom

Instructor: Nounou, Antigone M.

Description: Is space a substance or does it suffice to speak of spatial relations between physical objects? Newton and Leibniz actually held opposing views and put forth ingenious arguments to support them, but neither managed to convince the other. Some four hundred years later, and despite the fact that space and time have merged into spacetime, as required by modern physics, one important question that philosophers and scientists still ask is whether spacetime is a substance or whether it suffices to speak about spatiotemporal relations between physical objects or events. Probably there isn't a definite answer to this question either, yet by attempting to answer it physicists and philosophers probed deeply into the theories involved and their interpretations, and got extremely interesting insights and views, some of which we will try to explore in this course.

Class time: 75% lecture, 25% Discussion

Work load: 60-90 pages of reading per week, 2 exams

Phil 4611 Philosophy of the Social Sciences

(Sec 001); Credit will not be granted if credit has been received for: PHIL 5611; 3 cr; prereq 9 cr of [philosophy or social science] or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

Description: Philosophy of social science is offered as both a 5-level course (Phil 5611) for graduate students in the social sciences or philosophy and a 4-level course (Phil 4611), for undergraduate students in the social sciences or philosophy. The course questions a number of assumptions that underlie research and teaching in sociology, political sciences, economics, psychology or anthropology, including the assumption that a social science should describe or explain the facts but be silent on questions of value.

Class time: 70% lecture, 20% Discussion, 10% Web discussion

Work load: 65 pages of reading per week, 32 pages of writing per semester, 4 papers

Grade: 80% written reports/papers, 10% class participation, 10% Web discussion

Course URL: <http://webct.umn.edu>

Phil 4615 Minds, Bodies, and Machines

(Sec 001); 3 cr; prereq one course in philosophy or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Owens, Joseph I

Description: Our concern is with the nature of mind with alleged differences between mind and body, and with a number of recent attempts to integrate mind into the natural order. This course has three parts. In part A, we discuss some traditional conceptions of mind and body and how these have come under attack from materialists and behaviorists. In part B, we examine the view of mind that is dominant in contemporary cognitive theory. This view has two components: first, it incorporates the notion that representation is central, that having a mind is primarily having a representational system--being able to represent one's environment and being able to operate on such representations to infer, to plan action, etc. Second, certain well known systems exhibit this kind of representational capacity--computers--and so they provide us with a new model of what it is to have a mind. To have a mind is to satisfy a certain kind of very powerful program. In a sense, we are no more than sophisticated automata, and if one wants to understand the working of such an automaton one studies its program. To gain some real understanding of such phenomena as vision, linguistic understanding, try to design a program for a system so that it, too, can be said to see and understand. Our final part consists of an examination of Wittgenstein's later philosophy, the most radical challenge to all traditional and contemporary theories of mind.

Class time: 75% lecture, 25% Discussion

Work load: 2-3 exams

Grade: 100% written reports/papers

Phil 4993 Directed Studies

(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

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

Phil 5201 Symbolic Logic I

(Sec 001); 4 cr; prereq 1001 or instr consent ; meets DELM req of classroom

Instructor: Hanson, William H !!Morse Alumni Award!!

Description: This course is an introduction to the fundamentals of symbolic logic. It is intended for students who have already had some exposure to the subject, such as that offered in Phil 1001. Topics will include syntax and semantics of first-order languages, translation from English to first-order languages and vice versa, natural deduction proofs, truth trees, and some basic results of meta-theory (soundness and completeness of the natural deduction system). Requirements will include exercises to be handed in on a regular basis and five exams (including the final exam).

Class time: 60% lecture, 40% Discussion

Exam format: Mostly problem solving, some short answer

Phil 5605 Space and Time

(Sec 001); Credit will not be granted if credit has been received for: PHIL 4605, PHIL 4605; 3 cr; prereq Courses in [philosophy or physics] or instr consent; meets DELM req of classroom

Instructor: Nounou, Antigone M.

Description: Is space a substance or does it suffice to speak of spatial relations between physical objects? Newton and Leibniz actually held opposing views and put forth ingenious arguments to support them, but neither managed to convince the other. Some four hundred years later, and despite the fact that space and time have merged into spacetime, as required by modern physics, one important question that philosophers and scientists still ask is whether spacetime is a substance or whether it suffices to speak about spatiotemporal relations between

physical objects or events. Probably there isn't a definite answer to this question either, yet by attempting to answer it physicists and philosophers probed deeply into the theories involved and their interpretations, and got extremely interesting insights and views, some of which we will try to explore in this course.

Class time: 75% lecture, 25% Discussion

Phil 5611 Philosophy of the Social Sciences

(Sec 001); Credit will not be granted if credit has been received for: PHIL 4611, PHIL 4611W, PHIL 4611, PHIL 4611; 3 cr; prereq [9 cr of [philosophy or social science], grad student] or instr consent; meets DELM req of classroom

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

Description: Philosophy of social science is offered as both a 5-level course (Phil 5611) for graduate students in the social sciences or philosophy and a 4-level course (Phil 4611), for undergraduate students in the social sciences or philosophy. The course questions a number of assumptions that underlie research and teaching in sociology, political sciences, economics, psychology or anthropology, including the assumption that a social science should describe or explain the facts but be silent on questions of value.

Class time: 70% lecture, 20% Discussion, 10% Web discussion

Work load: 65 pages of reading per week, 32 pages of writing per semester, 4 papers

Grade: 80% written reports/papers, 10% class participation, 10% Web discussion

Course URL: <http://webct.umn.edu>

Phil 5993 Directed Studies

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

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

Physical Education

220 Cooke Hall: 612/625-5300

PE 1004 Diving: Springboard

(Sec 001); 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.

Class time:

Work load: 3 pages of writing per semester, 1 exams, 1 papers

Grade: 10% written reports/papers, 20% quizzes, 50% class participation

Exam format: Multiple choice, matching, fill-in-the-blanks

PE 1007 Beginning Swimming

(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydrodynamics. Students will: gain a basic understanding of the principles of hydrodynamics and stroke mechanics; be introduced to the five basic strokes; demonstrate basic aquatic skills; read about the concepts of hydrotherapy for disabilities and other conditions; and gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. The required textbook is American Red Cross "Swimming and Diving". This same text will be used for both PE 1007 and PE 1107. Students will be swimming and practicing in the pool for every class meeting with the exception of written exam days. Students are welcome to attend more than one

section of class for extra practice time.

Class time: 10% lecture, 90% 90% in-water practice

Work load: 20 pages of reading per week, 4 exams

Grade: 20% mid-semester exam(s), 20% final exam, 25% quizzes, 35% class participation

Exam format: Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

PE 1014 Conditioning

(Sec 001-009); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Conditioning is a beginning-level class. It is designed to introduce the basic fundamentals of personal fitness. The topics covered are the following: principles of fitness, health-related and motor-skill related components of fitness, principles of training and conditioning programs, nutrition, weight control, common fitness injuries, and stress management. Heart rate monitor required; may be purchased at URCTR for approximately \$50.

Class time: 5% lecture, 95% physical activity

Work load: 12 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers

Grade: 20% final exam, 20% written reports/papers, 30% class participation, 30% attendance

Exam format: multiple choice, true/false, matching

PE 1015 Weight Training

(Sec 001-009); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Designed as an introductory course in weight training, the course stresses the physiological considerations of weight lifting; selecting exercises for a basic program, charting workouts, nutritional considerations and the safety of weight training.

Class time: 70% lecture, 30% Discussion

Work load: 1 exams, 1 papers

Grade: 20% final exam, 10% written reports/papers, 70% class participation

Exam format: multiple choice, fill in the blank

PE 1029 Handball

(Sec 004); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: Hiber, Matthew Frank

Description: This course has been designed as an introductory level activity program for handball players. Its intent is to familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to purchase handball gloves, handballs, and protective eyewear. There will be a \$35 equipment fee.

Class time: 10% lecture, 90% skills and activities

Work load: 2 exams

Grade: 10% mid-semester exam(s), 10% final exam, 80% class participation

Exam format: One T/F test and one short answer test

PE 1031 Sabre Fencing

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Basic Sabre techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

Class time: 10% lecture, 90% Laboratory

Work load: 2 exams

Grade: 10% final exam, 90% lab work

Exam format: multiple choice

PE 1032 Badminton

(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: This is a beginning-level class designed to introduce the student to the basic fundamentals of badminton. The following topics will be covered: badminton terminology, game rules of singles and doubles, services, shots, returns, and basic strategies. The text for the course will be "Badminton Today" by Wadood and Tan (1990). General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from readings in the form of a written final exam; and 3) demonstrate court skills which are evaluated through on-court performance assessments. There will be a \$10 equipment fee.

PE 1033 Foil Fencing

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

Class time: 10% lecture, 90% Laboratory

Work load: 2 exams

Grade: 10% final exam, 90% lab work

Exam format: multiple choice

PE 1034 Judo

(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: Crone, Tom

Description: The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.

Class time: 5% lecture, 5% Discussion, 90% Physical instruction of judo techniques and skill application.

Work load: 2 exams, A 25 page Judo booklet is required reading

Grade: 15% mid-semester exam(s), 20% final exam, 65% class participation

Exam format: Matching, multiple choice, true/false

PE 1035 Karate

(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: Fusaro, Robert L

Description: This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching, techniques which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is encouraged; GI uniform is available through the instructor at a cost of \$35.

Class time: 15% Discussion, 80% training; 5% exams

Grade: 20% mid-semester exam(s), 70% final exam, 10% Attendance

Exam format: Mid-term: 20 short multiple choice questions;

Final: physical test on basic movements worked on during the semester

Course is held at the St. Paul Gymnasium Climbing Wall.

PE 1036 Racquetball

(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Learn the fast-paced and exciting sport of racquetball. In addition to learning the skills of racquetball, you will be able to get a workout at the same time. The course will cover the rules, etiquette, basic strategy, and a variety of shots. Students will be introduced to the forehand and backhand drive strokes, lob shots, 2 shots, pinch shots, kill shots, back-wall shots, and a variety of serves. This is an opportunity to start a lifetime sport. There will be a \$10 equipment fee.

Class time: 10% lecture, 60% practicing racquetball skills; 30% playing points

Work load: 8 pages of reading per week, 2 exams, 8 weekly quizzes (true-false)

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

Exam format: short answer

PE 1037 Squash Racquets

(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: Stever, John Ball

Description: This course has been designed as an introductory-level activity program for novice squash players. Its intent is to familiarize the individual with the play, rules, equipment, and courts of the game. Weekly lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) have learned the mechanics of the basic squash strokes; 2) understand positioning and movement on the court; 3) understand and apply the international rules for play; 4) be able to describe the basic dimensions and markings of an international squash racket court; and 5) be able to select and care for equipment. The texts for the course include the well-illustrated Squash: Steps to Success by Yarrow (1997), and the "International Squash Rules" as published by the World Squash Association on the Internet.

Class time: 10% lecture, 5% - 10% video, 80 - 85% on court

Work load: 20 pages of reading per week, 1 exams, Reading rules is required, other reading is optional

Grade: 20% mid-semester exam(s), 20% class participation, 60% On court evaluation of improvement on basic techniques

PE 1038 Beginning Tennis

(Sec 001-007); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: This class is designed for players with little or no experience or for players with experience who want to review the basics. Topics to be covered include: tennis terminology, stroke, fundamentals, game rules, and basic positioning for singles and doubles play, footwork, and tennis etiquette. Students must have official tennis shoes with light-colored soles. There will be a \$10 equipment fee.

Class time: 15% Discussion, 85% drill and play

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

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation

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

PE 1045 Rock Climbing

(Sec 001, 002); 1 cr; OPT No Aud; prereq Good general health, no [neck or back] problems; meets DELM req of classroom

Instructor: Hoffman, Mitchell Lee

Description: This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum.

PE 1048 Bowling

(Sec 001-007); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Designed as an introductory course in bowling, the course stresses fundamentals of stance, approach and delivery, scoring, bowling terminology, and etiquette. There is a \$40.00 facility fee.

Class time: 2% lecture, 20% Discussion

Work load: 2 exams

Grade: 10% mid-semester exam(s), 10% final exam, 80% class participation

Exam format: multiple choice, fill in the blank

PE 1053 Ice Skating

(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: This class is designed for beginning ice skaters. Equipment, safety issues, ice skating techniques, terminology, and other relevant information will be taught. Fundamentals that will be covered include: basic skating, stopping, turning, balance techniques and various other skills from both the forward and backward positions. Skate rental is available on site.

Class time: 25% lecture, 75% Laboratory

Work load: 2 exams, One written exam, one skills exam.

Grade: 35% final exam, 30% class participation, 35% lab work

Exam format: short answer

PE 1055 Golf

(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

PE 1059 Track and Field

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: Track and Field is a beginning-level class. It is designed to introduce the student to the nature and significance of Track and Field. The following topics will be covered: conditioning and training, events and skills, strategies, track and field knowledge, equipment, and facilities and technology.

Class time: 10% lecture, 90% physical activity.

Work load: 15 pages of reading per week, 1 pages of writing per semester, 1 exams, 1 papers, presentations by students.

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

Exam format: Multiple choice, T/F, matching.

PE 1065 Beginning Tumbling and Gymnastics

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed for individuals with little or no tumbling/spotting experience. Students will learn the fundamentals of basic tumbling skills including rolls, handstands, cartwheels, extensions, handsprings, and sommies (flips), accompanied by the appropriate spotting techniques. Students will also experience teaching a skill to a small group of classmates. Safety issues in tumbling and gymnastics will be addressed.

Class time: 15% lecture, 85%

Work load: 2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project

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

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

PE 1067 Basketball**(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom****Instructor:** STAFF**Description:** Participation-based course emphasizing basketball fundamentals such as passing, dribbling, shooting, as well as basic fast-break, offensive and defensive principles.

Undergraduate and graduate students are encouraged to join the class. Students will scrimmage at times and will be tested on the rules and basketball fundamentals they learn during the course.

Class time: 20% lecture, 5% Discussion, 75%**Work load:** 5-15 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 30% class participation**Exam format:** multiple choice, true/false, short answer**Exam format:** written exams- multiple choice; practical exams- in-pool demonstration of skills**PE 1135 Intermediate Karate****(Sec 001); 1 cr; OPT No Aud; prereq 1035 or equiv or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Shotokan Karate (traditional) is based on non-contact and emphasizes self-defense principles. The class will focus on improving all basic techniques which were taught in Section I, Beginners Course. More detailed information will be discussed on utilization of inner forces which create movement, and focus on principles in the development of speed and force. The course will also include the introduction of Kata (form) specifically, Heian Sho-Dan and Kumite (Ippon Kumite) which is a form of beginning sparring.**Class time:** 15% Discussion, 85% 80% training and 5% exams. **Work load:** no work outside of class (Purchase of Gi (uniform) mandatory).**Grade:** 20% mid-semester exam(s), 70% final exam, 10% attendance.**Exam format:** Midsemester: 20 short multiple choice questionnaire. Final: physical test on basic movements worked on during semester.**PE 1072 Soccer****(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom****Instructor:** STAFF**Description:** This is a beginning level class. The class is designed to introduce the student to the basic fundamentals of soccer. The following topics will be covered; sportsmanship both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, understanding values derived from active participation, and practical instruction in strategy.**Class time:** 15% lecture, 85% Physical activity and demonstrations**Work load:** 15 pages of reading per week, 1 exams, 1 papers **Grade:** 20% final exam, 20% written reports/papers, 60% class participation**Exam format:** Multiple choice, true/false, matching**PE 1205 Scuba and Skin Diving****(Sec 002, 004); 1 cr; OPT No Aud; prereq Ability to swim 400 yds comfortably or instr consent ; meets DELM req of classroom****Instructor:** Karl, Robert J**Description:** This course is available to all students and prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website <http://SuperiorExpeditions.com/> for forms and notes for requirements and limitations for SCUBA diving. There will be a \$85 course fee.**Class time:** 50% lecture, 50% Laboratory**Work load:** 30 pages of reading per week, 5 exams, Please read medical forms and information before registering for PE 1205 SCUBA.**Grade:** 33% final exam, 33% quizzes, 33% class participation **Exam format:** multiple choice**PE 1074 Beginning Volleyball****(Sec 001-005); 1 cr; OPT No Aud; meets DELM req of classroom****Instructor:** STAFF**Description:** This is an introductory course aimed at the beginning student in volleyball. Students will learn the fundamentals of the sport, including setting, serving, passing, and blocking. The course will also include an understanding of the rules and strategies involved in volleyball. Particular emphasis is placed in practical application of knowledge and game situations.**Class time:** 10% lecture, 90% Practical practice and application**Work load:** 0-30 pages of reading per week, 2 exams, practical testing**Grade:** 20% mid-semester exam(s), 35% final exam, 45% class participation**PE 1107 Intermediate Swimming****(Sec 001-003); 1 cr; OPT No Aud; prereq 1007 or equiv, proficient ability to swim 100 meters or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** This course is designed to improve a swimmer's stroke proficiency and to develop an appreciation for aquatic safety principles. Students will: gain a more advanced understanding of the principles of hydrodynamics and stroke mechanics, develop greater proficiency in their strokes; demonstrate basic pool-side rescue techniques and use of pool safety equipment; gain an understanding of basic diving techniques and will demonstrate a satisfactory level of proficiency in diving skills, develop an understanding of competitive swimming and diving and will be able to perform starts and turns used; learn the principles of aquatic fitness; gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. First day of class we do not swim. Enter through Rec Center main door.**Class time:** 10% lecture, 90% in-pool practice**Work load:** 30 pages of reading per week, 4 exams**Grade:** 20% mid-semester exam(s), 20% final exam, 30% quizzes, 30% class participation**PE 1205 Scuba and Skin Diving****(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq Ability to swim 400 yds comfortably or instr consent ; meets DELM req of classroom****Instructor:** Karl, Robert J**Description:** This course is available to all students and prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral

letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website <http://SuperiorExpeditions.com/> for forms and notes for requirements and limitations for SCUBA diving. There will be a \$85 course fee.

Class time: 50% lecture, 50% Laboratory

Work load: 30 pages of reading per week, 5 exams, Please read medical forms and information before registering for PE 1205 SCUBA.

Grade: 33% final exam, 33% quizzes, 33% class participation

Exam format: multiple choice

PE 1306 Lifeguard Training

(Sec 001); 1 cr; OPT No Aud; prereq [Proficiently swim 500 meters, at least 17 yrs old] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Lifeguard training is a class for anyone aged 17 and older with a moderate to high swimming ability. The class covers current American Red Cross courses. Upon successful completion, certificates will be obtained in the following categories: American Red Cross Lifeguarding Today and first aid, CPR for the Professional Rescuer, and Waterfront Lifeguarding. Pre-course screening: 500-yard continuous swim using breaststroke, crawlstroke, and sidestroke, treading water for two minutes without use of hands, and retrieving a brick from a 7-foot depth in the water. There is a course fee of \$30.00.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% hands-on skill

Work load: 4 exams

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

Exam format: multiple choice, essay

Physical Therapy

*382 Children's Rehabilitation Center:
612/626-5303*

PT 1002 Orientation to Physical Therapy

(Sec 001); 1 cr; S-N only; meets DELM req of classroom

Instructor: STAFF

Description: PMed 1002, Orientation to Physical Therapy is a survey course designed to provide information about physical therapy as a career choice. Lecture topics include physical therapy practice areas of pediatrics, geriatrics, sports medicine, orthopedics and neurological rehabilitation. Lectures on history, general practice issues, patient perspectives, career specialization, pre-requisite courses, clinical exposure and admissions are also included. Students are required to write summaries of selected lectures and to complete a short essay examination.

Physics

*148 Tate Laboratory of Physics:
612/624-7375*

Phys 1001W Energy and the Environment

(Sec 100); 4 cr; prereq 1 yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy, and demonstrating how these concepts apply to Electricity and Magnetism, Thermodynamics, Chemical Physics and Nuclear Power generation. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which illustrate the concepts as they are presented in class.

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

Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 4 papers, 12 laboratory reports

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

Exam format: A combination of short written statements, multiple choice, and short calculations.

Course URL: <http://www.physics.umn.edu>

Phys 1101W Introductory College Physics I

(Sec 100, 200); 4 cr; prereq High school algebra, plane geometry, trigonometry; primarily for students interested in technical areas. Credit will not be granted if credit received for: 1107, 1201W, 1301W, 1401V; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: 1101W/1102W is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth; we will go at a pace which should make that possible. This it is not a survey of all physics. Phys 1101W will emphasize the dynamics approach to physics with the description of motion of interacting objects and the forces that they exert on each other. We don't assume that you have taken previous physics courses. But it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, and know some basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean theorem. A laboratory is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A recitation section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills.

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

Work load: 20 pages of reading per week, 20 pages of writing per semester, 5 exams, 7 laboratory reports

Grade: 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% lab work, 10% problem solving, 0% The workload, grade and effort percentages in this document are subject to change on the syllabus.

Exam format: A combination of short written statements and quantitative problem solving. .

Course URL: <http://www.physics.umn.edu>

Phys 1201W Introductory Physics for Biology and Pre-medicine I

(Sec 100, 200); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS

1401V, PHYS 1401V; 5 cr; prereq [High school or college] calculus, trigonometry, algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This is the first semester of a 2 semester course designed primarily for biological sciences and premed students. A course in calculus taken previously or simultaneously is required, especially a working knowledge of derivatives. The course emphasizes an understanding of the fundamental principles of physics and their use in solving quantitative problems of the type found in biological applications. The first semester develops the concepts of mechanical motion and the use of conservation principles and the properties of interactions to determine the behavior of a system. The importance of energy transfer between objects in a system and between systems will be emphasized especially within the framework of thermodynamics. Students will be expected to solve problems using important physical quantities such as mass, energy, force, etc., in a variety of applications.

Class time: 55% lecture, 15% Discussion, 30% Laboratory

Work load: 15-20 pages of reading per week, 15 pages of writing per semester, 5 exams

Grade: 35% final exam, 45% quizzes, 5% class participation, 15% lab work

Exam format: Quantitative descriptive problems

Course URL: <http://www.physics.umn.edu>

fundamental principles of physics, and their applications; applying those principles to new situations, using logical reasoning and quantitative problem-solving skills; learning to communicate technical information effectively. To achieve these goals, this course requires you to understand the material in depth. The emphasis will always be on the application of physics to real life situations, and most of the problems will be designed to simulate such situations. 1301W will emphasize the study of mechanical systems, beginning with the description of motion of interacting objects and the forces that they exert on each other. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment. The laboratory will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills. This is a calculus-based course, and students will be expected to use the basic concepts of differential calculus, as well as algebra and trigonometry.

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

Work load: 15 pages of reading per week, 4 exams, 8 lab reports

Grade: 35% final exam, 35% quizzes, 25% lab work, 5% HW or ICQ's

Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice.

Course URL: <http://www.physics.umn.edu>

Phys 1202W Introductory Physics for Biology and Pre-medicine II

(Sec 100); Credit will not be granted if credit has been received for: PHYS 1302, PHYS 1302W, PHYS 1302W, PHYS 1302W, PHYS 1402, PHYS 1402V, PHYS 1402V; 5 cr; prereq 1201W; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF
Description: This is the continuation of physics 1201W designed primarily for premed and biological sciences students. A course in calculus taken previously or simultaneously is required, especially a working knowledge of integrals. The course emphasizes an understanding of the fundamental principles of physics and their use in solving quantitative problems of the type found in biological applications. The second semester involves the study of the origins and properties of the electric and magnetic force. Then it continues with the study of light and optics and atomic structure. Students will be expected to solve problems using important physical quantities such as charge, energy, force, field, frequency, etc. in a variety of applications.

Class time: 55% lecture, 15% Discussion, 30% Laboratory

Work load: 15-20 pages of reading per week, 5 exams, 10 problems per week

Grade: 35% final exam, 45% quizzes, 15% lab work, 5% In Class Quizzes

Exam format: Quantitative descriptive problems and multiple choice

Course URL: <http://www.physics.umn.edu/classes/>

Phys 1301W Introductory Physics for Science and Engineering I

(Sec 100, 300, 400, 500); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1401, PHYS 1401V, PHYS 1401V, PHYS 1401V; 4 cr; prereq Concurrent registration is required (or allowed) in Math 1271 or Concurrent registration is required (or allowed) in Math 1371 or Concurrent registration is required (or allowed) in Math 1571; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This is the first of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W, 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of

Phys 1302W Introductory Physics for Science and Engineering II

(Sec 200); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1402, PHYS 1402V, PHYS 1402V; 4 cr; prereq 1301W, Concurrent registration is required (or allowed) in Math 1272 or Math 1372 or Math 1572; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W discusses the application of physics to electrical and magnetic systems. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Some emphasis will be given to the application of physics principles to real-life situations, and a fraction of the problems will be designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A disc section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. In the lab and disc sections, there will be a strong emphasis on group problem solving as a powerful learning tool and as a preparation for work in your profession.

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

Work load: 15 pages of reading per week, 30 pages of writing per semester, 5 exams, 5 lab reports

Grade: 35% mid-semester exam(s), 35% final exam, 25% lab work, 5% HW or ICQ's

Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice

Course URL: <http://www.physics.umn.edu>

Phys 1401V Honors Physics I

(Sec 001, 010-016); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1301, PHYS

1301W, PHYS 1301W, PHYS 1301W, PHYS 1301W; 4 cr; prereq IT honors or consent of IT honors office; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: This is the first of a three semester introductory course in physics for students in the IT Honors Program. 1401V/1402V/2403H is designed to prepare you for work in your field by: having a solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; it will go at a pace faster than Physics 1301W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and a large fraction of the problems will be designed to simulate such situations. 1401V will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of the interaction on systems of objects. These fundamental ideas will be applied to complex systems such as continuous material, fluids, and gasses. This course assumes a background equivalent to high school physics and some familiarity with calculus. Students should have the ability and desire to use mathematics not yet introduced in math class. Discussion and lab included.

Class time: 50% lecture, 20% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 7 exams, 7 labs

Grade: 45% mid-semester exam(s), 20% final exam, 10% written reports/papers, 5% class participation, 20% lab work
Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice
Course URL: <http://www.physics.umn.edu>

Phys 2403H Honors Phys III

(Sec 001); Credit will not be granted if credit has been received for: PHYS 2303, PHYS 2303, PHYS 2303, PHYS 2503, PHYS 2503, PHYS 2503; 4 cr; prereq 1402V, [IT honors or consent of IT honors office]; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF
Description: This is the continuation of a three semester introductory course in physics for students in the IT honors program. 1401V/1402V/2403H is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth; we will go at a pace which is faster than Physics 2503 and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and a large fraction of the problems will be designed to simulate such situations. 2403H will emphasize the applications of physics which have been important in the 20th century. This includes electromagnetic waves, optics, special relativity and quantum theory. This course assumes a good working knowledge of the concepts and skills in 1402V. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. In the discussion section, there will be a strong emphasis on group problem solving both as a powerful learning tool and as a preparation for work in your profession.

Class time: 70% lecture, 30% Discussion
Work load: 20 pages of reading per week, 5 exams
Grade: 55% mid-semester exam(s), 45% final exam
Exam format: a combination of quantitative problem solving and

qualitative

Course URL: <http://www.physics.umn.edu>

Phys 2503 Physics III: Foundations of Modern Physics (Sec 001); Credit will not be granted if credit has been received for: PHYS 2303, PHYS 2303, PHYS 2303, PHYS 2403, PHYS 2403V, PHYS 2403H, PHYS 2403H, PHYS 2403H; 4 cr; prereq 1302W, [Math 1272 or Math 1372 or Math 1572H]; meets DELM req of classroom

Instructor: STAFF

Description: This is the third semester of a 4-semester introductory course in physics for students in sciences and engineering. Phys 1301W/1302W/2503 is designed to prepare you for work in your field by emphasizing the applications of macroscopic physics that have been important in the 20th and early 21st century, but reserves topics in nuclear and solid state physics for a deeper treatment in the 4th semester (Phys 2601). The topics include: mechanical and electromagnetic waves, optics, thermodynamics, and special relativity. This course assumes a good working knowledge of the concepts and skills in Phys 1302W. Because of the nature of this material, this course will be more abstract and mathematical than previous physics courses. This course is recommended for physics majors, aeroengineering students, and anybody who plans to take Phys 2601 as their introduction to quantum physics.

Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 4 exams, weekly problem sets
Grade: 40% final exam, 60% quizzes
Exam format: A combination of quantitative problem solving and qualitative questions.
Course URL: <http://www.physics.umn.edu>

Phys 3071W Laboratory-Based Physics for Teachers

(Sec 001, 002); 4 cr; prereq No IT credit, college algebra; designed for students intending to be education majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF
Description: This course is intended to provide a rich, hands-on experience in a selection of elementary physics material especially chosen to be useful for potential elementary school teachers. The course is activity-based (performing experiments and working with computers simulations) and discussion-oriented (discussing ideas with your classmates) with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you develop more positive attitudes about science; (3) to help you learn the nature of science, so you will have more confidence in you ability to do science, and (4) to help you become more aware of, and more in control of, your own learning. You will find many of our teaching and learning strategies valuable and appropriate for you to use when you begin your teaching career.

Class time: 15% Discussion, 85% Laboratory
Work load: 4 exams, 2 papers, approximately two homework and/or in-class assignments per week, including conceptual explorations, learning analysis, analysis of film clips of elementary student learning, and web-based simulations
Grade: 25% final exam, 30% written reports/papers, 37% quizzes, 8% problem solving
Exam format: in-class quizzes primarily of a conceptual nature
Course URL: <http://www.physics.umn.edu>

Phys 4001 Analytical Mechanics

(Sec 001); 4 cr; prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math; meets DELM req of classroom

Instructor: STAFF
Description: Analytic course in Newtonian mechanics. The course will emphasize a mathematically sophisticated reformulation of Newtonian mechanics. Mathematics beyond prerequisites developed as required.
Class time: 75% lecture, 25% Discussion

Work load: 15 pages of reading per week, 3 exams, weekly problem sets

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

Exam format: Quantitative problems

Course URL: <http://www.physics.umn.edu>

Phys 4051 Methods of Experimental Physics I

(Sec 001); 5 cr; prereq 2605 or equiv lab experience or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course is the first of a two semester sequence on the techniques used in a modern physics laboratory. Most of the work will be done in a laboratory. In the first semester you will experiment with the use of analog and digital electronics to build various generic circuits that are in wide-spread use. You will also learn about acquiring signals and interfacing them to a computer. Some emphasis is given to developing the techniques of writing scientific research reports suitable for publication. The course is designed for science and engineering students who have successfully completed Physics 2605 or the equivalent; these are pre-requisites for enrollment. This course is an excellent introduction to modern laboratory techniques for upper division and graduate students in various scientific or technological fields. It is a required class for Physics and Astrophysics Majors.

Class time: 25% lecture, 75% Laboratory

Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 6-8 hours of laboratory work per week

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

Exam format: Quantitative and qualitative problems.

Course URL: <http://mxp.physics.umn.edu>

Phys 4101 Quantum Mechanics

(Sec 001); 4 cr; prereq [2303 or 2601 or Chem 3502], two sems soph math; meets DELM req of classroom

Instructor: STAFF

Description: This is an intermediate course in Quantum mechanics. It will focus on the Schrodinger Equation in one and three dimensions, the quantum mechanical treatment of angular momentum and spin. The course will also introduce approximation methods such as a Perturbation Theory and the Variational Technique. Applications such as scattering will also be discussed.

Class time: 75% lecture, 25% Discussion

Work load: 20 pages of reading per week, 3 exams, weekly problem sets

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

Exam format: Quantitative problems

Course URL: <http://www.physics.umn.edu>

Phys 4111 History of 19th-Century Physics

(Sec 001); Credit will not be granted if credit has been received for: HSCI 4111, PHYS 4111, HSCI 4111; 3 cr; prereq general physics or instr consent ; meets DELM req of classroom

Instructor: Janssen, Michel

Description: In this class we will study the development of thermodynamics and the kinetic theory of gases and of optics and electromagnetism in the 19th century. While the main focus is on the conceptual developments, we will also look at the biographies of the physicists who made the key contributions and at the institutions that enabled them to do so and that in many cases they themselves helped found. We also pay attention to national differences (particularly between England, France, the German states, and the US). Some of the main characters are: Carnot, Joule, W. Thomson (Lord Kelvin), Clausius, Helmholtz, Boltzmann, Young, Fresnel, Faraday, Maxwell, Hertz, and Lorentz. At the end of the semester, we will study the discoveries in the 1890s (especially X-rays, radioactivity, and the electron) that helped usher in the relativity and quantum revolutions of the 20th century. There will be a

WebCT course site with the syllabus, almost all the readings, and lecture notes.

Class time: 90% lecture, 10% Discussion

Work load: 80 pages of reading per week, 15-20 pages of writing per semester, three take home exams with three short-essay questions each (answers 1.5 to 2 pages double-spaced)

Grade: 25% class participation, 75% three take-home exams worth 25% each

Exam format: take-home short-essay questions

Phys 4201 Statistical and Thermal Physics

(Sec 001); Credit will not be granted if credit has been received for: PHYS 5201, PHYS 3201; 3 cr; prereq 2601; meets DELM req of classroom

Instructor: STAFF

Description: This is a course in thermodynamics and statistical mechanics in which the properties of materials are developed using a microscopic statistical point of view. In this course, the basic definitions and concepts of statistical physics, temperature, entropy, free energy, partition function, grand partition function, etc., will be developed in-depth. Students are expected to be upper division physics majors, beginning graduate students in physics, or other physical sciences and engineering students.

Class time: 100% lecture

Work load: 20-25 pages of reading per week, 3 exams, 1 homework set per week

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

Exam format: quantitative and qualitative problems

Course URL: <http://www.physics.umn.edu>

Phys 4303 Waves, Optics, and Relativity

(Sec 001); 3 cr; prereq 4001, 4002; meets DELM req of classroom

Instructor: STAFF

Description: This course will cover a variety of topics on waves, electromagnetic radiation, and special relativity. Applications will include topics like tsunamis, radiation back-reaction, and space travel.

Class time: 100% lecture

Work load: 3 exams, weekly problem sets

Grade: 30% final exam, 70% problem solving

Exam format: Final exam is problem solving

Course URL: <http://www.physics.umn.edu>

Phys 5001 Quantum Mechanics I

(Sec 001); 4 cr; prereq 4101 or equiv or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Part I of a year-long course sequence in quantum mechanics for first-year graduate students in physics and other fields. Familiarity with quantum mechanics at the level of an upper division undergraduate physics course in the subject, such as Physics 4101, will be assumed. The course will include such topics as the Schrodinger Equation and the general formalism of quantum mechanics, bound state and scattering problems in one and three dimensions, angular momentum, the hydrogen atom, approximation methods in stationary and time dependent problems, and the interaction of electromagnetic radiation with atoms.

Class time: 75% lecture, 25% Discussion

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

Grade: 40% final exam, 30% quizzes, 30% problem solving

Exam format: problems to be solved

Course URL: <http://www.physics.umn.edu>

Phys 5011 Classical Physics I

(Sec 001); 4 cr; prereq 4001, 4002 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This is the first semester in a year sequence of Classical Physics, intended primarily for first-year graduate students. Preparation at the level of Phys 4001-4002 is

assumed. Classical Mechanics, including Lagrange's approach to various physics problems, relativity, and nonlinear phenomena are covered in the fall semester.

Class time: 80% lecture, 20% Discussion

Work load: 35 pages of reading per week, 3 exams, 13 problem sets

Grade: 33% final exam, 32% quizzes, 35% problem solving

Exam format: problem solving

Course URL: <http://www.physics.umn.edu>

Plant Biology

220 Biological Sciences Center:

612/625-1234

PBio 4793W Directed Studies: Writing Intensive
(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description:

PBio 4794W Directed Research: Writing Intensive
(Sec 001-025); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description:

PBio 4993 Directed Studies
(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Contract between student and advisor required, plus department approval. Credits arranged.

PBio 5514 Plant Molecular Genetics and Development
(Sec 001); 3 cr; prereq BIOC 3021 or BIOL 3021 or BIOL 4003 or BIOC 4332 or equiv; Credit will not be granted if credit has been received for PBio 5414; meets DELM req of classroom
Instructor: Gibson, Sue
Description: This class is targeted towards advanced undergraduate students and graduate students majoring in any field of biology or related fields who wish to learn about plants and/or molecular biology. This course will use the primary scientific literature and readings from a textbook to survey a wide variety of topics in plant molecular biology, genetics, developmental biology, and biotechnology. Students will investigate the use of transgenic plants in research and the potential benefits and pitfalls of genetically modified plants in agriculture. Students will have 2 or 3 reading assignments each week. These reading assignments will consist of a research article, review article or selected readings from a textbook. Students will also work in small groups to write and defend before the class an ~ 10 page application that proposes to create a transgenic plant with some perceived value to society. In addition to the group project, there will also be a few short problem sets that each student will complete by themselves. This is expected to be a relatively small course, where the students will have significant opportunities to participate in class discussions and to get to know their instructor.
Class time: 70% lecture, 30% Discussion
Work load: 40-50 pages of reading per week, 13 pages of writing per semester, 3 exams, 1 papers, Students will give one oral presentation per semester.
Grade: 24% mid-semester exam(s), 30% final exam, 10% written reports/papers, 11% quizzes, 10% class participation, 8% problem solving, 7% One group oral presentation.
Exam format: Exam format is a mixture of multiple choice, true/false and short answer (from a few words to a 1/2 page).

Plant Pathology

495 Borlaug Hall: 612/625-8200

PIPa 3090 Research in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.
Class time: 100% Laboratory
Work load: research paper
Grade: 100% lab work

PIPa 4096 Professional Experience Program: Internship
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, complete internship contract available in COAFES Career Services before registering; UC only; meets DELM req of classroom
Instructor: STAFF
Description: Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.
Grade: 100% Job performance, self-evaluation

PIPa 5090 Issues in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.
Class time: 50% lecture, 50% Discussion
Work load: depends on topic and instructor
Grade: 100% special projects, 0% depends on topic and instructor

PIPa 5999 Special Workshop in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.
Class time:
Grade: 100% special projects, 0% Depends on the nature of the workshop experience.

Polish

215 Nolte Center: 612/624-3331

Plsh 3001 Intermediate Polish
(Sec 001); 5 cr; prereq 1102 or equiv; meets DELM req of classroom
Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!
Description: This course covers the main aspects of advanced Polish and emphasizes proficiency in all four language skills: listening, reading, speaking, and writing. Four textbooks are used: Oscar Swan's "Intermediate Polish," Alexander Schenker's "Fifteen Modern Polish Short Stories," and two books of supplemental material developed by the instructor. All four textbooks are accompanied by high quality audio tapes. As part of the four semester Polish language sequence, the course is designed to satisfy CLA language proficiency requirements.

Target audience includes: undergraduate and graduate students, particularly those interested in East-Central European Area Studies, Slavic Studies and potentially seeking employment in Eastern Europe.

Class time: 30% lecture, 70% Recitation and interactive activities.

Work load: 20 pages of reading per week, 50 pages of writing per semester, 10 exams, 2-3 hours per week listening to tapes

Grade: 30% final exam, 25% quizzes, 30% class participation, 5% lab work, 10% final oral exam; note: class participation includes presentations

Exam format: fill in the blank, answer questions, translation, brief essays

Political Science

1414 Social Sciences Tower: 612/624-4144

Pol 1001 American Democracy in a Changing World

(Sec 001); 4 cr; meets DELM req of Partially Internet-delivered; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Roberts, Jason Matthew

Description: This course serves as an introduction to American political institutions, political behavior, and the policy process.

We will discuss the origins of the current government in the America, the structure of American government, and how theories of American government apply to current events and problems that government and citizens face is today's world. Course consist of lecture along with weekly small group discussion sections.

Class time: 75% lecture, 25% Discussion

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

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

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

Pol 1001 American Democracy in a Changing World

(Sec 018); 4 cr; meets DELM req of Partially Internet-delivered; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Soper, Paul W !!CLA-Work Group Outstdg Svc Awd; Outstanding Service Award!!

Description: The United States was founded as a "republic," slowly acquired the label of "democracy," and now pursues a unique form of "empire." How has this come to pass? In the first half of this course, we will begin by examining the intellectual and political foundations of government and politics in the United States. Then, we will examine the role of the media in American politics, common political ideologies and their limitations, trends in Americans' political participation, developments in elections and campaign finance, and the transformation of political parties and rise of interest group politics. In the latter half of the course, we will study the institutions of American national government - the Congress, the Presidency, the Judiciary, and the bureaucracy - and briefly examine the roles they play in policymaking. Through this course, students will gain a better understanding of the development of American politics and government, and the central roles that the pursuit of power and interest play in modern politics.

Class time: 70% lecture, 30% Discussion

Work load: 100-150 pages of reading per week, 10-18 pages of writing per semester, 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers

Exam format: multiple choice

Course URL:

<http://www.polisci.umn.edu/courses/fall2007/1001/018/>

Pol 1001H Honors Course: American Democracy in a Changing World

(Sec 001, 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets HON req of Honors

Instructor: Roberts, Jason Matthew

Description: This course serves as an introduction to American political institutions, political behavior, and the policy process.

We will discuss the origins of the current government in the America, the structure of American government, and how theories of American government apply to current events and problems that government and citizens face is today's world. Course consist of lecture along with weekly small group discussion sections.

Class time: 75% lecture, 25% Discussion

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

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

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

Pol 1001H Honors Course: American Democracy in a Changing World

(Sec 001, 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets HON req of Honors

Instructor: Roberts, Jason Matthew

Description: This course serves as an introduction to American political institutions, political behavior, and the policy process.

We will discuss the origins of the current government in the America, the structure of American government, and how theories of American government apply to current events and problems that government and citizens face is today's world. Course consist of lecture along with weekly small group discussion sections.

Class time: 75% lecture, 25% Discussion

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

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

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

Pol 1025 Global Politics

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: Freeman, John Roy !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: Global politics introduces students to the study of the world's political systems and to the debates over certain global issues. Various theoretical frameworks are examined throughout the semester, but the emphasis is on the so-called liberal perspective. Related middle range accounts of war and of international political economy also are studied. While many global political issues will be mentioned, the focus will be on the legacies of the East-West conflict, particularly nuclear proliferation, and on the North-South conflict, especially Southern demands for distributional justice. At the end of the semester, students will be able to describe and predict the evolution of a global political system. In addition, they will be able to carve out and defend a stand on one of the global issues mentioned above.

Class time:

Work load: 100 pages of reading per week, 3 exams

Grade: 30% mid-semester exam(s), 40% final exam, 0% Weightings are approximate

Exam format: A mix of short answers/essays and long essays

Course URL: <http://www.polisci.umn.edu/kiosk>

Pol 1054 Repression and Democracy Around the World

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

Instructor: Shively, W Phillips

Description: This course introduces political science through the comparative study of politics in various countries. There is a considerable emphasis, as suggested in the course title, on democracy and how it works -- including comparison and contrast with how politics works in nondemocratic regimes. We will look at all aspects of politics -- the nature of political power, how politics is lodged in the state, various ways to organize at the mass level and to govern, the nature of justice, etc. The class will consist of three lecture sessions a week, plus one discussion session a week. The course is appropriate for both majors and non-majors.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 5-10 pages of writing per semester, 3 exams, 1 papers, participation in discussion groups

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

Exam format: long essay, short essay "identification" questions

Pol 1054H Honors: Repression and Democracy (Sec 001); 4 cr; meets DELM req of classroom; meets HON req of Honors

Instructor: Shively, W Phillips

Description: This course introduces political science through the comparative study of politics in various countries. There is a considerable emphasis, as suggested in the course title, on democracy and how it works -- including comparison and contrast with how politics works in nondemocratic regimes. We will look at all aspects of politics -- the nature of political power, how politics is lodged in the state, various ways to organize at the mass level and to govern, the nature of justice, etc. The class will consist of three lecture sessions a week, plus one discussion session a week. The course is appropriate for both majors and non-majors.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 5-10 pages of writing per semester, 3 exams, 1 papers, participation in discussion groups

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

Exam format: long essay, short essay "identification" questions

Pol 3070 Faculty-Supervised Individual Field Work (Sec 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: Soper, Paul W !!CLA-Work Group Outstdg Svc Awd; Outstanding Service Award!!

Description: Students conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.

Class time: 100% Fieldwork/Participant-Observation

Work load: 100 pages of reading per week, 20-30 pages of writing per semester, 1 papers

Grade: 100% written reports/papers

Pol 3080 Faculty-Supervised Individual Internships (Sec 001); 3-13 cr; max crs 15, 3 repeats allowed; A-F only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: Soper, Paul W !!CLA-Work Group Outstdg Svc Awd; Outstanding Service Award!!

Description: Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will include: weekly journal, 5-7 page essay, 10 page research

paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course.

Class time: 100% Fieldwork/Participant-observation

Work load: 20 pages of reading per week, 30-50 pages of writing per semester, 2 papers

Pol 3085 Quantitative Analysis in Political Science (Sec 001); 4 cr; A-F only; prereq 9 cr social sciences or instr consent; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: Treier, Shawn A

Description: This course offers an introduction to empirical research methods in political science. By the end of the semester, students should have a better acquaintance with the types of empirical work done by political scientists (and other social scientists) and the ability to understand and critique them. Possible textbooks: --Phillip H. Pollock, *The Essentials of Political Analysis* 2ed (2005, CQ Press, Washington, D.C.) --Phillip H. Pollock, *An SPSS Companion to Political Analysis* (2005, CQ Press, Washington, D.C.) 2ed, and Lloyd Jaisingh, *Statistics for the Utterly Confused*, McGraw-Hill.

Class time: 100% Lectures, discussions, and computer labs

Work load: 30-50 pages of reading per week, 10-12 pages of writing per semester, 3 exams, 1 papers, regular homework assignments; paper involves data analysis

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

Exam format: problem solving and short answer

Pol 3210 Practicum

(Sec 001); 2 cr; max crs 12, 6 repeats allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of independent study; meets DELM req of classroom

Instructor: Farr, James

Description: 4210 for 3 credits; 3210 for 2 credits; must be taken together. Pol 4210 enters the public debates about citizenship, democracy, and education by focusing on the role of universities and schools. It asks and tries to answer crucial questions: Why does democracy depend on citizens and education? How can students become more engaged as citizens with public lives? What is (or is not) democratic about today's universities and schools? Where can U of M students make a difference? In a relatively small seminar setting, we will take up these questions by reading some important works of democratic theory and some on the state of civic education today. 3210 will also address questions of democracy, politics, and citizen education practically, in the form of an educational practicum. Students will put their education and democratic citizenship into practice by serving as Public Achievement "coaches" for middle and high school students (in a school in St. Paul) who are engaging issues and problems in and around their school and community. The practicum is a required complement to 4210; that is, both are to be taken together. The fundamental premise of 4210 and 3210, taken together, is that we learn theoretically about citizenship and education in large part by being engaged practically as citizens and educators. Or to put it differently: to learn what must be learned about democratic education just is to be engaged in the practice of educating democrats.

Pol 3319 Education and the American Dream

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Abernathy, Scott F

Description: This course is intended as introduction to education politics and policy in the United States. It is designed for any student who might have an interest in exploring

education, public policy, or American government. Topics will include equality of educational opportunity, educating democratic citizens, school finance, the role of political institutions in making educational policy, and efforts to reform and remake American education, including charter schools and private school vouchers. By the end of the course, students should have a basic understanding of the provision of education in the United States, including the ways in which education is governed and the institutions involved in that governance. Students should be able to critically reflect on the degree to which American education fulfills the sometimes-competing goals Americans have for our schools.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

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

Exam format: essay, short essay

Pol 3739 Politics of Race, Class, and Ethnicity

(Sec 001); 3 cr; prereq 6 cr in soc sci; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspective Theme; meets DELM req of classroom

Instructor: Nimitz Jr, August H !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: What similarities are there, if any, between the conflicts in the former Yugoslavia, South Africa, Northern Ireland, Rwanda, and Palestine/Israel? Why does racial and ethnic conflict persist in so many regions of the world? To what extent does racial conflict in the U.S. reflect the increasing disparities in wealth? How is racial/ethnic oppression similar and different from sexual oppression? These are some of the questions that this course will address and attempt to answer. This will be done primarily through a comparative analysis of racial/ethnic/class conflict in the U.S., South Africa, and Cuba with particular attention on the experiences of Blacks in the three countries.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week

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

Exam format: Essay.

Pol 4310 Topics in American Politics: Interest Grps, Soc Movements, & Pol of Race, Class, Gen

(Sec 003); 3 cr; max crs 9, 3 repeats allowed; prereq 1001 or equiv or instr consent ; meets DELM req of classroom

Instructor: Strolovitch, Dara

Description: This course examines interest groups and social movements as agents of representation and political change in American politics and policy-making. Course readings include both empirical work about particular movements and theoretical treatments of key issues. We will examine a wide array of organizations and movements, emphasizing in particular those that represent groups such as racial and ethnic minorities, women, religious conservatives, lesbian, gay, bisexual, and transgender people, and low-income people. We will also address a range of fundamental questions about the emergence, evolution, and impact of interest groups and social movements; about the role of media in interest group and movement politics; about the implications for interest groups and social movement politics of developments such as globalization, the war on terror, and campaign finance reform; about the differences between interest groups and social movements; about the ways in which the agendas, identities, and participants associated with different movements intersect and overlap with one another; and about the relationships between movements and more conventional forms of politics. Because this course is writing-intensive, in addition to addressing substantive issues, readings and class discussions will also engage writing-related issues. The course will also address issues such as style and usage, research design, the use of evidence, and the differences among various forms of expository writing.

Class time: 40% lecture, 40% Discussion, 20% Break-out groups; writing activities.

Work load: 100-175 pages of reading per week, 15-20 pages of

writing per semester, 2 exams, 3 papers, Reading responses

Grade: 15% mid-semester exam(s), 15% final exam, 35% written reports/papers, 5% in-class presentations, 20% class participation, 10% Reading responses

Exam format: Short answers and essays

Pol 4315W State Governments: Laboratories of Democracy

(Sec 001); Credit will not be granted if credit has been received for: POL 5315W, POL 5315; 4 cr; prereq 1001 or equiv, non-pol sci grad major or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Soper, Paul W !!CLA-Work Group Outstdg Svc Awd; Outstanding Service Award!!

Description: While we often think of the federal government as the leader in American politics, state governments often produce most of the policymaking innovation in the U.S., and they are also responsible for most of the implementation of federal and state policies. So, studying state government and politics provides an excellent way of learning how government really works in the U.S. In this course, we will investigate the following questions: How do states differ in their political systems, governments, and public policies? Do different states have different political cultures? How do these political cultures affect politics in different states? How is Minnesota politics typical, and how is it unique, compared with other states? How does state politics and government intersect with national politics and government? This course is writing intensive, so we will spend considerable time in class discussing writing, and performing exercises to improve your writing skills. Your grade will be based not only on your comprehension of state government and politics, but on the quality of your writing.

Class time: 40% lecture, 40% Discussion, 20% writing exercises

Work load: 150-200 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers

Exam format: essay

Pol 4403 Comparative Constitutionalism

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

Instructor: Hilbink, Lisa

Description: How and why do constitutions matter in different polities, and/or how can they be made to matter? What purposes, general or specific, do we want constitutions to serve? And under what conditions are those goals likely to be achieved? Is constitutionalism supportive of or at odds with the construction and maintenance of a meaningful democracy? What kinds of rights, if any, should be included in a constitution? Is an empowered judiciary necessary to constitutionalism? If not, why not? If so, how should that judiciary be configured institutionally so as to be both legitimate and effective? This course seeks to answer these and other questions through an examination of the theory and practice of constitutionalism in different countries. We begin with a conceptual and normative inquiry into the relationship between constitutionalism, the rule of law, and democracy, and then turn to an analysis of the origins and role of constitutions, and the relevance of courts with constitutional review powers, in five or six countries. The course takes as its particular focus the issue of equality--political, social, and economic--and aims to help the student determine if, how, and why constitutions and courts have advanced or impeded equality in the focus polities. The course is writing intensive and offers senior paper credit for Poli Sci majors (though the course is open to non-majors).

Class time: 60% lecture, 25% Discussion, 15% writing tutorials and exercises

Work load: 125 pages of reading per week, 15 pages of writing per semester, 1 papers, occasional quizzes

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

Pol 4410 Topics in Comparative Politics: Globalization and Domestic Politics

(Sec 005); 3 cr; max crs 6; meets CLE req of International

Perspect Theme; meets DELM req of classroom**Instructor:** Ansell, Benjamin William

Description: This course provides a detailed overview of the impact of the global economy on domestic politics. Much of the newspaper is devoted to foreign affairs from terrorism to trade treaties. However, global forces impact all forms of politics, not just those we traditionally think of as 'foreign policy'. For example, US labor markets are highly dependent on cheap immigrant labor, the housing market is financed by cheap foreign capital, and Walmart is dependent on cheap foreign resources to keep prices low. This course will help you understand how the ever more complex global market impacts politics from the international to the local level. The course has three sections. We begin the first section by considering the global market from a historical perspective - from its modern genesis in the late nineteenth century through to World Trade Organization. We then examine four competing explanations of how globalization affects politics: the liberal, realist, Marxist, and cultural theories. We conclude the first section by examining directly the impact of globalization on domestic politics. The second section examines an array of global economic forces: trade, finance, aid, and multinational business - and examines their impact on domestic politics including monetary policy, development strategies, and the welfare state. Finally, the third section examines the impact a series of global political forces including the environment, crime, terrorism, public health, and mass immigration.

Class time: 90% lecture, 10% Discussion**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers**Grade:** 33% mid-semester exam(s), 67% written reports/papers**Pol 4410 Topics in Comparative Politics: U.S.-Latin American Relations****(Sec 007); 3 cr; max crs 6; meets CLE req of International****Perspect Theme; meets DELM req of classroom****Instructor:** Samuels, David Julian

Description: In this course we will first explore the history of relations between the US and Latin America. We then focus on several contemporary inter-American policy issues, including drug, immigration, and trade policy (e.g. NAFTA), relations with Cuba, and relations with Hugo Chavez's Venezuela. We will explore how the emergence of the US as the dominant power in the hemisphere shapes the context for negotiations in these policy areas and endeavor to understand how domestic politics in the US and in Latin American nations constrains diplomatic initiative. Most readings will be on electronic reserve; books include LaRosa and Mora's *Neighborhoodly Adversaries* and Pastor's *Exiting the Whirlpool*.

Class time: 75% lecture, 25% Discussion**Work load:** 150 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, several short assignments (one-page 'reaction papers,' typically)**Grade:** 50% mid-semester exam(s), 50% written reports/papers, 0% there are TWO midterms (25% each), and no final exam.

research paper is worth 30%, short assignments 20%

Exam format: essay - shorter answers and a longer answer**Pol 4473 Chinese Politics**

(Sec 001); Credit will not be granted if credit has been received for: EAS 4473; 3 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Kelliher, Daniel R !!Morse Alumni Award; John Tate Award Ugrad Adv!!

Description: After analyzing the revolutionary and ideological origins of China's political system, this class focuses on fundamental conflicts in Chinese politics: fights over the democracy movement, class divisions, urban - rural competition, gender issues, and capitalist vs. socialist development strategies. The approach of the course is from the bottom up; my goal is for students to gain a sense of how ordinary Chinese experience politics. The course also makes regular comparisons with politics and society in the United States and other countries. Students with no knowledge of China and no political background are welcome. (In most cases I am happy to sign

overrides so you can take the class without the prerequisites mentioned in the catalog)

Class time: 60% lecture, 30% Discussion, 10% Films**Work load:** 120 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 papers**Grade:** 30% mid-semester exam(s), 30% final exam, 40% written reports/papers**Exam format:** Essays**Pol 4489W Citizens, Consumers, and Corporations****(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Caraway, Teri Lynn

Description: Corporations are among the most powerful actors in the global political economy. They employ millions of people, produce a variety of goods, and have massive effects on the ecological and social environments in which they do business. How do ordinary people act collectively in order to hold corporations accountable for the effects that their activities have on the communities and nations in which they carry out production? This course focuses on two ways that people have mobilized to counter corporate power-as citizens and as consumers. When people mobilize as citizens, they put pressure on corporations through the political system-e.g. through mass protests, lobbying politicians, and pursuing claims through the courts. When people mobilize as consumers, they use the power of their purchasing decisions to encourage corporations to change their behavior. We will explore these different modes of action through an examination of the following topics: Walmart, branding and corporate social responsibility, international labor rights, environmental protection, fair trade, the privatization of water, the Bhopal disaster, human rights, and immigrant workers in the United States.

Class time: 40% lecture, 40% Discussion, 20% Videos**Work load:** 80-100 pages of reading per week, 16-20 pages of writing per semester, 1 exams, 3 papers, Note: the page count includes the mandatory rewrite of the first assignment**Grade:** 20% final exam, 60% written reports/papers, 10% quizzes, 10% class participation**Exam format:** The final exam will be an in-class essay question**Pol 4501 The Supreme Court and Constitutional Interpretation (Sec 001); 3 cr; prereq 1001 or 1002 or equiv or [non-pol sci] grad student or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom****Instructor:** Johnson, Timothy

Description: This Course is designed to introduce students to constitutional law, with an emphasis on the U.S. Supreme Court's interpretation of Articles I, II, and III, as well as federalism and the commerce clause.

Class time: 50% lecture, 50% Discussion**Work load:** 50-75 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation**Exam format:** essay and short answer**Pol 4767 Public Opinion and Voting Behavior**

(Sec 001); Credit will not be granted if credit has been received for: POL 5767, POL 5767, POL 5767; 3 cr; max crs 4, 1 repeat allowed; prereq 1001 or equiv or instr consent; meets DELM req of classroom

Instructor: Goren, Paul Nurullah

Description: The purpose of this course is to learn about the origins and nature of public opinion and voting behavior in the contemporary United States. The course covers (1) public opinion in the domains of social welfare, foreign policy, and moral/social policy and (2) how voters decide which candidate to vote for in presidential elections. This will be a writing intensive course.

Class time: 50% lecture, 50% Discussion**Work load:** 100 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 2 papers

Grade: 40% written reports/papers, 60% exams
Exam format: multiple choice / short answer / essay

Pol 4771 Racial Attitudes and Intergroup Conflict (Sec 001); 3 cr; meets DELM req of classroom

Instructor: STAFF

Description: This course will focus on critical comparative perspectives on race and ethnicity. Because race and ethnicity function differently in various parts of the world, it is instructive to consider questions of recognition, inclusion, equality and democracy through the comparative method. The first part of the course considers the similarities and differences between racial and ethnic identities. Historical patterns of inequality, economic relations and political institutions all interact and structure the way in which racial and ethnic diversity is managed and manipulated in different contexts. Key cases will highlight the way in which race and ethnicity serve as systems of stratification, as well as the various models of inter-group conflict resolution which have been tried throughout the world (cases will include US, Brazil, South Africa, Ethiopia, China, Australia, Iraq, France). Through case studies, films and popular news media, students will be asked to think globally and comparatively about inequality based on race and ethnicity. Finally, institutional and local solutions, in both national and international policy, will be considered.

Class time: 80% lecture, 20% Discussion

Work load: 100-150 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Short answers and essays

Pol 4810 Topics in International Politics and Foreign Policy: Humanitarian & World Orders

(Sec 001); 3 cr; max crs 6; meets DELM req of classroom

Instructor: Duvall, Raymond D !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: This class examines the extensive practice of international humanitarianism, expressive of the idea that we have obligations to distant strangers and should reduce their suffering and improve their conditions. Today, vast institutional machinery operates as an extensive "humanitarian enterprise," which is now a defining element of global life. Many humanitarians are attempting to promote a safer, more humane, and more just world by nurturing liberal values, the predominant values of today's world order. They work closely with Western states, for pragmatic reasons and because of intersecting agendas. Humanitarians may or may not be consciously part of a liberal agenda, and they may or may not resemble the missionaries of the 19th century, but significantly they are constituted by the very order they are attempting to remake for distant others. This class explores the complex relationship of humanitarianism to world orders. It does so by adopting a historical, comparative, and critical stance. It asks how humanitarianism has changed from its institutionalized birth in the early 19th century to today. We will compare various manifestations and expressions of humanitarianism, from disaster assistance and poverty relief to human rights promotion and medical intervention, to see how these different practices are products of different religious, historical, and professional roots, and, in turn, how they differently navigate the tensions of humanitarian ethics and politics.

Class time: 35% lecture, 65% Discussion

Work load: 150 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers

Grade: 20% final exam, 70% written reports/papers, 10% class participation

Exam format: essay

Pol 4887 Thinking Strategically in International Politics (Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: This course surveys current theories of

international relations, and introduces students to elementary game theory. Major topics include the causes of war, the conditions for international cooperation, and the role of international institutions. By the end of the semester, students will be expected to: 1. Understand the relevant international relations literature; 2. Understand simple game-theoretic techniques; 3. Critically analyze theories of international politics; and 4. Understand the general scientific method of theory building and empirical testing. Possible textbooks: Kenneth N. Waltz. 1954. Man, the State, and War; Waltz, Kenneth N. Theory of International Politics; Bruce Bueno de Mesquita, 2000. Principles of International Politics.

Class time:

Work load: 30-50 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers, 3 game theory homework assignments

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

Exam format: Multiple choice, essay, and short answer are all possible.

Pol 4900W Senior Paper

(Sec 001); 1 cr; A-F only; prereq Pol sr, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Can be attached to any 3XXX or 4XXX course (with the instructor's agreement). A 10-15 page paper is submitted for evaluation/advice by instructor, then revised for final submission.

Work load: 10-15 pages of writing per semester, 1 papers

Grade: 100% written reports/papers

Exam format: None

Portuguese

34 Folwell Hall: 612/625-5858

Port 1101 Beginning Portuguese

(Sec 001, 002); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to Portuguese: speaking and understanding, pronunciation, reading and writing, basic grammar, cultural aspects of the language and Portuguese-speaking countries (Portugal, Brazil, Mozambique, Angola, Cape Verde, Guinea Bissau, and Sao Tome and Principe).

Port 1103 Intermediate Portuguese

(Sec 001); 5 cr; prereq 1102 or instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Intermediate Portuguese: Speaking and comprehension, development of reading and writing skills based on Portuguese-language materials, cultural and linguistic aspects of Portuguese-speaking countries (Portugal, Brazil, Mozambique, Angola, Cape Verde, Guinea Bissau, and Sao Tome and Principe).

Port 3001 Portuguese for Spanish Speakers

(Sec 001-003); 4 cr; prereq [SPAN 3015, [LPE or PORT LPE]] or [speaker of other Romance language, instr consent] ; meets DELM req of classroom

Instructor: STAFF

Description: Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonic and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.

Class time: 20% lecture, 10% Closed Circuit TV, 60%

Discussion, 10% in-class writing

Work load: 20 pages of reading per week, 20 pages of writing

per semester, 3 exams, 8 papers

Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% quizzes, 15% in-class presentations, 20% class participation

Port 3003 Portuguese Conversation and Composition

(Sec 001); 4 cr; prereq 1104, 3001, Port LPE; meets DELM req of classroom

Instructor: STAFF

Description: This course will focus on grammar review through practical activities in order to encourage conversation. There will also be readings, films/videos, and discussions that will center on Brazilian and/or Portuguese, and/or Lusophone African cultures. The main objective is for students to improve all four language skills (comprehension, reading, speaking, and writing).

Port 3910 Topics in Lusophone Literatures and Cultures

(Sec 001); **Credit will not be granted if credit has been received for: PORT 3310, PORT 3910H, PORT 3910H; 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

Instructor: Arenas, Fernando

Description: This course will be an introduction to the great literary works of the nineteenth and twentieth centuries in Portugal, Brazil, and Lusophone Africa. The student will become acquainted with some of the most outstanding literary figures in the Portuguese-speaking world. The course objectives are multiple: (1) to introduce the student to modern canonical literature in Portuguese; (2) to provide tools and techniques for the analysis and interpretation of literary texts (short story, poetry, and novel); (3) to help student expand knowledge of and increase proficiency in oral and written Portuguese; (4) to use literature as a means to better understand Lusophone cultures, at the same time as we explore current social, cultural and political questions that affect the various Portuguese-speaking countries today, as well as the world at large.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 25 pages of writing per semester, 5 papers

Grade: 70% written reports/papers, 30% class participation

Port 5530 Brazilian Literary and Cultural Studies

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

Instructor: STAFF

Description: "From URARICOERA to JARDIM BRASIL": Brazil through modernist and postmodernist narrative - Through a postcolonial perspective and in dialogue with the field of Cultural Studies, we will explore the images of Brazil and of Brazilian culture suggested by a series of modern and postmodern novels. The main objective in this course is to explore how such narratives offer a critical evaluation of the utopias of Romanticism and modernization as they pertain to Brazil, at the same time as we determine how these utopias bring Brazil into a transnational dialogue. We will also connect this discussion to the two main stages within the formation of the concept of the nation-state, from its origins in the eighteenth century in England and France until the era of globalization which is re-defining the map of the world today. This course will be taught by visiting professor Lucia Helena.

Class time: 60% lecture, 40% Discussion

Work load: 300 pages of reading per week, 20-30 pages of writing per semester, 1 papers

Grade: 50% written reports/papers, 20% in-class presentations, 30% class participation

Port 5970 Directed Readings

(Sec 001, 002); 3 cr; max crs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Lusophone Studies (Portuguese-speaking Africa, Brazil and Portugal) Thematic areas not covered in other courses. Students submit reading plans for particular topics, figures, periods or issues.

Post Secondary Teaching and Learning

PSTL 721 Introductory Algebra

(Sec 001, 002); 0 cr; prereq General Math Placement Test; **credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0722, 1435;; meets DELM req of classroom**

Instructor: STAFF

Description: A first course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 60% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See PSTL 0722 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work problems that involve whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Intermediate Algebra, PSTL 0731 or PSTL 0732.

Class time: 60% lecture, 20% Discussion, 20% Solve algebra problems

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

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Algebra problems to solve (e.g. Solve this equation)

PSTL 731 Intermediate Algebra

(Sec 001-003); **Credit will not be granted if credit has been received for: GC 732, GC 732, GC 732, PSTL 732; 0 cr; prereq Grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test; credit will not be granted if credit received for: 0618, 0625, 0631, 0732, 1443, 1444, 1445, 1446; meets DELM req of classroom**

Instructor: Stottlemeyer PhD, Janet Stehlik, Barry Jon

Description: A second course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 70% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0732 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, and graphs. Course content includes rational expressions and equations, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math

1051 Precalculus, as well as GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

Class time: 70% lecture, 10% Discussion, 20% Solve algebra problems

Work load: 20 pages of reading per week, 5 exams, Many algebra problems to solve each class day

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Algebra problems to solve (e.g. Solve this equation)

PSTL 1041 Developing College Reading

(Sec 001-003); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent; meets DELM req of classroom

Instructor: STAFF

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

Class time: 25% lecture, 75% Discussion

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

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

Exam format: varies across sections

PSTL 1051 Introduction to College Writing: Workshop

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

Instructor: STAFF

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

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

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

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

Exam format: varies

PSTL 1076 Orientation to Self and Career

(Sec 001-006); 2 cr; prereq Recommend 12 credits minimum; meets DELM req of classroom

Instructor: STAFF

Description: GC 1076 is a self and career exploration course. The goal of the course is to help you organize what you know about yourself in a way that inspires and engages you to explore your career path and take action to find your place in the world of work. Experiential exercises and discussion are major components of the course. Self-reflection and self analysis through writing are also important. In this course, you will do three things: 1) Learn about yourself; 2) Explore career options; 3) Map out next steps for your career path.

Class time: 10% lecture, 45% Discussion, 45% Small Group and Experiential Activities

Work load: 20 pages of writing per semester, 2 papers, 1 Oral Presentation and 1 Final Project--Portfolio

Grade: 30% written reports/papers, 35% special projects, 15% in-class presentations, 10% class participation, 10% homework

PSTL 1082 Structured Accelerated Learning in the Sciences

(Sec 001-004); 1 cr; max crs 3, 3 repeats allowed; A-F only;

prereq [1081 or 1085], specific content course, adviser approval; meets DELM req of classroom

Instructor: STAFF

Description: GC 1082 001 is designed as a companion class to GC 1135 Biological Sciences: The Human Body (also see: http://gen.edu/faculty_staff/jensen/1135/). GC 1082 002 is designed as a companion class to GC 1166 Principles of Chemistry. GC 1082 003 is designed as a companion class to GC 1163 Physical Systems: Principles and Practices. The purpose of these classes is to provide the students with additional time to process the materials presented in the companion class lectures. The course is developmental in nature and offers a variety of relevant exercises including: small group discussions, interactive in-class activities, worksheets, and practice tests and quizzes. An element imbedded into this course is study skills such as note taking, time management, previewing and reviewing materials, and test taking strategies, which can be applied to other University course work.

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

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

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

Exam format: multiple choice

PSTL 1311 Art: General Art

(Sec 003, 004); 3 cr; prereq BC; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: James, Patricia Stehlik, Barry Jon

Description: How do we make sense of art? What is metaphoric thinking? How and why do artists communicate ideas and feelings? How are the arts relevant to our lives? This is an introductory art course in which students learn about art by actively looking, listening, reading, talking, and writing about it. We will explore art forms made in diverse American and international cultures. By looking at the visual arts, listening to music, and watching videos of artists and performances, students will experience art in a number of different ways. As a class and individually, students will take several trips to art galleries and museums. At the end of the semester, students will do individual poster presentations about a work of art in your own culture. Assignments include reflective, expressive, and critical writing; reading responses; and small group and all-class discussions and exercises.

Class time: 15% lecture, 15% Discussion, 60% slides, videos, music, and small group activities

Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 papers, poster presentation

Grade: 40% written reports/papers, 20% class participation, 40% reading responses and poster presentation

PSTL 1513 Small Business Fundamentals With E-Business Applications

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

Instructor: STAFF

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

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

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

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

Exam format: 50% multiple choice; 50% essay

PSTL 1851 Multicultural Relations**(Sec 001-003); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom****Instructor:** STAFF

Description: This course is designed for undergraduate students. The course examines the nature of historical and contemporary multicultural relationships within American society. It looks at inter-cultural, inter-ethnic, interracial and cross-gender relationships from both a historical and contemporary perspective. The examination of these issues will help develop methods to analyze and construct connections between systems that devalue, degrade, dehumanize and destroy individuals and groups. The goals and purposes of this course are to enhance effectiveness in analyzing how power, resources, cultural standards and institutional practices and procedures are used to perpetuate the oppression of various groups in the past and the present. History impacts what we think and do today. The past is in our business with each other today. A result of this analysis is that student's knowledge and skills can be strengthened in helping heal or transform relationships with others who are different and have been negatively impacted by racism, sexism, classism and other oppressive elements in personal, institutional and public life. Consideration of these complicated issues will enhance student's ability to formulate ways of developing more healthy human and multicultural relationships.

Class time: 50% lecture, 50% Discussion**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 papers, 4 quizzes.**Grade:** 15% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% quizzes, 20% class participation**Exam format:** multiple choice

implications for ethnic, gender, and SES (socio-economic status) groups. Unfortunately, these reactions are often based on little real knowledge. The purpose of this seminar is to cover many of the hot topics and opinions surrounding testing. Knowledge in hand, we can then go forth and be opinionated. We will learn a huge amount in this seminar. Fortunately, materials, lectures, and exercises have been created to help you in the process.

Psy 1905 Freshman Seminar: What is the Human Mind?**(Sec 002); 3 cr; A-F only; prereq freshman; meets DELM req of classroom****Instructor:** Marsolek, Chad James**Description:** Student may contact the instructor or department for information.**Class time:** 10% lecture, 85% Discussion, 5% quizzes**Work load:** 30 pages of reading per week, weekly quizzes**Grade:** 50% quizzes, 20% in-class presentations, 30% class participation**Exam format:** multiple choice**Psy 3011 Introduction to Learning and Behavior****(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom****Instructor:** Peterson, Gail Burton !!CLA Distinguished Tchg Award; Morse Alumni Award!!

Description: Basic laboratory methods, fundamental phenomena, theoretical analyses, and summary principles of the field of learning and behavior change. Survey of major 20th century theorists and their distinctive perspectives, as well as introduction to contemporary descriptive and explanatory models. General introduction to classic issues in basic philosophy of science and critical analysis common to all empirical sciences.

Class time: 90% lecture, 10% Discussion

Work load: 30 pages of reading per week, 50 pages of writing per semester, 3 exams, The two midsemester exams include essay items as well as multiple choice. All possible essay questions are distributed ahead of time. Pre-exam preparation of drafts of answers is included in the estimate of pages of writing.

Grade: 60% mid-semester exam(s), 40% final exam**Exam format:** Essay and multiple choice. Final is all multiple choice.**Psy 3031 Introduction to Sensation and Perception****(Sec 001); 3 cr; prereq 1001; meets DELM req of classroom****Instructor:** Burkhardt, Dwight A

Description: This course is concerned with understanding how humans and animals perceive and respond to the external world. It thus deals with "universals" spanning generations, cultures, civilizations and the biological kingdom. Vision and hearing are emphasized. The approach includes psychological experiments on human perception as well as the study of nerve cells and the brain in animals and humans. The general question -of how we perceive the sensory world- is a central question in psychology and contemporary neuroscience. Topics: Taste, Neurons and Brain. Olfaction. Touch. Pain. Hearing: Speech and Brain. Music Perception. Eye and images. Visual adaptation. Contrast perception. Perception of Form. Structure and function of nerve cells in the retina and visual brain. Perception of Depth and Size and Movement. Illusions. Color vision in humans and animals. Target students: Psychology majors, Liberal Arts undergraduates in general (juniors and seniors) with interest and introductory background in psychology and/or neuroscience. Representative text: Goldstein, E.B.. (1998). Sensation and Perception. 5th edition. Brooks/Cole.

Class time: 100% lecture**Work load:** 40 pages of reading per week, 3 exams, 40 pages or reading per week = approximately 6-7 hours of reading**Grade:** 60% mid-semester exam(s), 40% final exam**Exam format:** multiple choice**Course URL:**<http://www.psych.umn.edu/psycourses/Burkhardt/psy3031/>**Psy 3061 Introduction to Biological Psychology****Psychology****N-218 Elliott Hall: 612/625-4042****Psy 1001 Introduction to Psychology****(Sec 036); Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281, PSTL 1281, PSTL 1281, PSY 1001H; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of Internet-delivered; meets DELM req of classroom****Instructor:** Brothen, Thomas !!Morse Alumni Award!!

Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet the first week for a course introduction and the last week for a final exam. They complete online exercises and quizzes with WebCT over the Internet. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. It deals with the problems, methods and research findings of psychology and introduces students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

Class time: 100% WebCT Internet exercises and quizzes**Work load:** 700 pages of reading**Grade:** 30% final exam, 5% written reports/papers, 65% quizzes**Exam format:** multiple choice and fill-in**Course URL:** <http://webct3.umn.edu/webct/>**Psy 1905 Freshman Seminar: The Truth about High Stakes Testing****(Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom****Instructor:** Kuncel, Nathan Richard

Description: One of the most visible applied areas of psychological science is testing for admissions and academic evaluation. Few topics in psychology elicit stronger reactions and opinions. Testing has historical, practical, and political

(Sec 001); Credit will not be granted if credit has been received for: PSY 5061, PSY 5061, PSY 5061; 3 cr; prereq 1001 or Biol 1009; meets DELM req of classroom

Instructor: Gewirtz, Jonathan C

Description: Class Description: 1) Provide an overview of neuroanatomy, neurophysiology, and basic principles of biopsychological investigations. 2) Review current knowledge of the biological bases of a wide range of phenomena (including sensation/perception, learning/memory, language, stress, and sleep), and psychiatric disorders (including depression and drug abuse). Objectives: Students should become comfortable with the basic details of brain function, gain a general understanding of the biology of behavior and neurological/psychiatric disorders, and develop skills to understand techniques and evaluate results of neurobiological and behavioral experiments. Lecture Style: Lectures will review some of the topics covered in the readings, but will also include related information not covered in the texts. Class discussions, and videos will supplement some of the lectures. Assigned readings should be completed before class.

Class time: 85% lecture, 15% Discussion

Work load: 30-70 pages of reading per week, 4 exams

Grade: 66% mid-semester exam(s), 24% final exam, 10% quizzes

Exam format: multiple choice

Course URL: <http://www.psych.umn.edu/courses/index.htm>

Psy 3135 Introduction to Individual Differences

(Sec 001); Credit will not be granted if credit has been received for: PSY 5135, PSY 5135, PSY 5135, PSY 5135; 3 cr; prereq 1001; meets DELM req of classroom

Instructor: Bouchard Jr, Thomas J

Description: Differential methods in studying human behavior. Overview of psychological traits. Influence of age, sex, heredity, and environment in individual/group differences in ability, personality, interests, and social attitudes.

Psy 3666 Human Sexuality

(Sec 001, 002); 3 cr; prereq 1001; meets DELM req of classroom

Instructor: STAFF

Description: Overview of theories, research, and contemporary issues in human sexual behavior from an interdisciplinary perspective. Topics include sexual anatomy and physiology, hormones and sexual differentiation, cross-cultural perspectives on sexual development, social and health issues, and sexual dysfunction and therapy.

Psy 3711 Introduction to Industrial and Organizational Psychology

(Sec 001); 3 cr; prereq [1000, 3005 or 4801 or equiv, 1001 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Application of psychological theory and research to recruitment, personnel selection, training and development, job design, work motivation, leadership, performance assessment, and job satisfaction measurement.

Psy 3902W Major Project in Psychology

(Sec 001); 3 cr; A-F only; prereq [2801 or equiv], [3001W or 3005W], psy major, sr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Brothen, Thomas !!Morse Alumni Award!!

Description: : For complete course description go to: <http://www.psych.umn.edu/undergrad/psy3902wf07change.htm>

Class time: 10% lecture, 10% Discussion, 60% Laboratory, 20% individual meetings

Work load: 50-70 pages of reading per week, 20+ pages of writing per semester, 1 papers, 12 online reading quizzes

Grade: 70% written reports/papers, 10% quizzes, 10% in-class presentations, 10% lab assignments

Exam format: lab assignments

Psy 3960 Undergraduate Seminar

(Sec 001); 3 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom

Instructor: Niccoli-Waller, Caprice

Description: In this undergraduate course we will explore the relationship between psychology and health. We will use a framework that incorporates biological, psychological, and social factors to elucidate how these aspects of the person and environment contribute to a person's health and how they may be harnessed in the attempt to improve health. We will cover several conditions that threaten health, such as smoking, drinking, cardiovascular disease, diabetes, and cancer, and see how psychologists are helping with the prevention and treatment of these conditions. Students will learn what they can do as future professionals and as individuals to improve the health of others and themselves. This is a lecture course, but there are frequent class discussions and activities.

Class time: 70% lecture, 30% Discussion

Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers

Psy 3993 Directed Study

(Sec 001); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: Directed studies allow undergraduates to gain knowledge about a topic in psychology in a manner not available in traditional course offerings. Students work with a faculty/adjunct faculty member. Activities may include conducting literary research, writing a paper or developing an individual project. Directed Studies require a special contract with signed approval of a faculty member, student and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Studies for 1- 6 credits per semester.

Class time: 100% Determined by faculty advisor

Work load: 3 Hours each week per registered credit.

Grade: 100% Determined by faculty advisor

Exam format: Typically, there are no exams

Psy 4501 Psychology of Women

(Sec 001); 3 cr; prereq 1001 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes topics that relate uniquely to women (e.g., pregnancy) as well as differences and similarities between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality; pregnancy, childbirth and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences and similarities. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

Psy 4902V Honors Project

(Sec 001); 1-6 cr; max crs 5; A-F only; prereq Honors, instr consent, dept consent, meets CLE req of Writing Intensive, meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The Honors Project is a critical literature review or empirical study undertaken in consultation with a faculty/adjunct faculty advisor. Projects may be developed independently or through previous work on faculty research projects, but in either case must be sponsored by a faculty member. Students may enroll for a total of 6 credits across one or more terms. Total credit depends upon the nature and scope of the thesis.

Psychology majors enrolled in the Honors Program are eligible. Typically taken during the senior year. For details regarding selection of an advisor and registration, see an advisor in 105 Elliott. Registration requires completion of a contract form and faculty advisor and Psychology departmental approval.

Class time: 100% Determined by faculty advisor

Work load: 3 hours of work each week per credit

Grade: 100% Determined by faculty advisor

Psy 4960 Seminar in Psychology

(Sec 001); 3 cr; max crs 16, 4 repeats allowed; prereq [1001, psych major] or instr consent; meets DELM req of classroom

Instructor: Marsolek, Chad James

Description: This course will help students learn basic research skills cognitive psychology through their participation in conducting experimental research. Students will work on an ongoing research project here in the Department of Psychology, will be required to write a research paper based on their research experience, and will give an oral presentation during a lab meeting. This course is unique in several ways: (1) the time you spend in class is minimal; (2) most of the work will be done outside of class with cognitive psychology researchers; (3) the in-class teaching will be focused on practical research skills; (4) each student will inform him/herself of a different substantive area; and (5) you will be teaching each other about your research projects in a seminar format.

Class time: 5% lecture, 20% Discussion, 75% Laboratory

Work load: 20 pages of reading per week, 5 pages of writing per semester, 1 papers, experimental laboratory research

Grade: 5% written reports/papers, 5% in-class presentations, 5% class participation, 85% lab work

Psy 4993 Directed Research: Special Areas of Psychology and Related Sciences

(Sec 001); 1-6 cr; max crs 48, 8 repeats allowed; prereq instr consent , dept consent ; meets DELM req of classroom

Instructor: STAFF

Description: Specialized research laboratory courses. Registration requires instructor and departmental approval. Information and registration instructions are available in 105 Elliot Hall.

Class time: 100% Varies by instructor.

Work load: Varies by instructor.

Grade: 100% Varies by instructor.

Exam format: Varies by instructor.

Psy 4994V Honors Research Practicum

(Sec 001); 4 cr; prereq 3005W, honors psych; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Fletcher, Charles R

Description: The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department, provide you with practical experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these goals you will be required to work approximately nine hours each week on a research project designed and supervised by a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You will also be required to attend class each week and complete the required readings and assignments before each class.

Class time: 25% lecture, 75% work on individual research projects

Work load: 20 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 in-class presentation, 6 reviews of other student's papers

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Exam format: none

Psy 4996H Honors Internship/Externship

(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Honors, instr consent, dept consent, college consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: The Honors Internship/Externship provides Psychology Honors Students with an opportunity to gain practical experience in a "real life" setting relevant to an academic interest in psychology. The objective is for the student to learn practical skills and discover work in a particular career area. Opportunities may be coordinated through the Career and Community Learning Center. A written report describing the experience and its consequences is required. Written evaluation from the internship supervisor will be considered as part of the evaluation. Registration requires a contract between a faculty member and the student, and approval from the department. Registration instructions are available in 105 Elliott Hall.

Class time: 100% varies by advisor

Work load: 3 hours of academic work each week per credit

Grade: 100% varies by advisor

Exam format: Typically, there are no exams

Psy 5012 Learning and Cognition in Animals

(Sec 001); 4 cr; prereq 3011 or 4011 or honors or grad student or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Overmier, J. Bruce

Description: Are you "smarter" than a rat? How can you know? This course provides review and evaluation of historical and contemporary approaches to key questions, theories, methods, and data about different forms of learning, behavior, and elementary cognitive processes as explored in animals. Although the emphasis is on animal models, implications of the findings for insights into human learning, behavior, and cognition are considered. The course uses primarily lecture format. It is intended for advanced undergraduates and beginning graduate students in the behavioral, biological, and educational sciences. [For undergraduates the paper is optional.] Prerequisite: 3011, or 4011, or honors, or grad student, or instructor consent

Class time: 80% lecture, 5% Discussion, 10% video

Work load: 50 pages of reading per week, 3 exams, 1 papers

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

Exam format: multiple choice and short essay

Psy 5031W Perception

(Sec 001); Credit will not be granted if credit has been received for: NSC 5031, NSC 5031W, NSC 5031W, NSC 5031W; 3 cr; prereq 3031 or 3051 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Legge, Gordon Ernest !!CLA Dean's Medal!!

Description: This course introduces students to findings and contemporary theories of visual perception. The main topics include: light and vision, optical image formation in the eye, visual-information processing, color vision, depth perception, object recognition, impaired vision, and visual illusions. The course is meant for advanced undergrads and grad students. Majors from many areas will find the course interesting, including psychology, biology, neuroscience, computer science, engineering, art, and design. Because this is a writing-intensive course (WI), some class time will be devoted to discussion of scientific writing. There will be an important focus on preparation of the term paper.

Class time: 75% lecture, 20% Discussion

Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers. Short problem sets.

Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 5% in-class presentations, 5% problem solving, 10% Miscellaneous assignments.

Exam format: essay, short answers and one problem to solve

Course URL: <http://vision.psych.umn.edu/~gellab/5031/>

Psy 5038W Introduction to Neural Networks

(Sec 001); 3 cr; prereq [[3061 or NSc 3102], Math 2243] or instr consent; meets CLE req of Writing Intensive; meets

DELM req of classroom**Instructor:** Kersten, Daniel John

Description: This course is an introduction to neural models used in neuroscience and cognitive science. We begin by studying linear neural systems models and their biological justification, and then build on this foundation to understand non-linear networks. Topics include Hebbian learning, self-organization, information optimization, and representation of neural information. Later in the course, neural computation is studied in the context of statistical pattern and learning theory. The course covers applications to sensory processing, perception, learning, and memory. We take a multi-disciplinary approach to neural networks, combining lectures and interactive, in-class computer programming exercises. Prerequisites: Experience with calculus, probability, linear algebra and programming is useful, however, basic linear algebra and probability will be reviewed as needed. No prior programming experience is necessary.

Grade: 16% mid-semester exam(s), 16% final exam, 28% problem solving, 40% Final Project (3 parts: 2%, 5%, 33%)

Course URL:

<http://gandalf.psych.umn.edu/~kersten/kersten-lab/courses/Psy5038W/>

relationships), relationship growth and maintenance, satisfaction and stability, and intervention and dissolution. A subsidiary objective is to enable students to better understand their own relationships and to critically evaluate research, particularly that disseminated by media, concerning relationship phenomena. Lecture attendance is strongly recommended. Course requirements for graduate students (readings, exams, and papers) differ from those listed below.

Class time: 50% lecture, 50% Discussion

Work load: 60 pages of reading per week, 10 pages of writing per semester, 1 exams, Mid-term exam optional; Final exam required

Exam format: multiple choice, brief essay

Psy 5207 Personality and Social Behavior

(Sec 001); 3 cr; A-F only; prereq 3101 or 3201 or honors or grad student or instr consent; meets DELM req of classroom

Instructor: Snyder, Mark

Description: Conceptual/methodological strategies for scientific study of individuals and their social worlds. Applications of theory/research to issues of self, identity, and social interaction.

Psy 5062 Cognitive Neuropsychology

(Sec 001); 3 cr; prereq 3031 or 3051; meets DELM req of classroom

Instructor: He, Sheng

Description: This course will survey the consequences of different types of brain damage on human perception and cognition. The goal is to understand the neural mechanisms of normal perceptual and cognitive functions. Major phenomena that will be covered include: Blindsight (seeign without awareness), Visual Agnosia (failure to recognize object), Prosopagnosia (impairments of facial recognition), Neglect (failure to attend to part of the world), the split brain, Spoken language deficits, reading and writing disorders, memory disorders, central planning deficits. The emphasis is on function and phenomenology, with minimal amount of brain anatomy. This course is aimed at undergraduate and beginning graduate students who are interested in psychology and neuroscience. Text: A.J. Parkin "Explorations in Cognitive Neuropsychology".

Class time: 90% lecture, 5% Closed Circuit TV, 5% Discussion
Work load: 20 pages of reading per week, 2 exams, 1 or 2 homework questions per week

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

Exam format: Multiple choice and short essay

Psy 5862 Psychological Measurement: Theory and Methods (Sec 001); 3 cr; prereq 4801 or equiv; meets DELM req of classroom

Instructor: Waller, Niels Gordon

Description: Psychological measurements are used in all applied areas of psychology. Tests and other measuring instruments that quantify human behavior are used by counseling and clinical psychologists, school psychologists, industrial/organizational psychologists, and any psychological researcher doing research that involves individual differences. Psychological measurement methods are also used by researchers in a wide variety of other fields including sociology, political science, education, and medical and nursing research. Psy 5862 is concerned with the process of quantification in psychology and related fields -- why do we quantify, how do we quantify, and how do we know if our measurements (or measuring instruments constructed by others) are functioning properly? The discussion includes all types of psychological measurement instruments -- tests of ability and achievement, and scales for measuring personality, interests, and preferences. The focus is not on specific measuring instruments, but on methods and procedures that are used to develop various types of instruments. Procedures for evaluating instruments in terms of their reliability, validity, and other characteristics are emphasized. Although the material is quantitative, the presentation is primarily conceptual. However, a basic knowledge of statistics is assumed -- you should at least know what a mean and a standard deviation are and have had some exposure to the idea of correlation.

Class time: 100% lecture

Work load: 50-100 pages of reading per week, 2 exams, Note: There are no specific requirements in terms of basic math -- you do not need to have had coursework in algebra or calculus.

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

Exam format: Essay: short- and long-answer

Psy 5137 Introduction to Behavioral Genetics

(Sec 001); 3 cr; prereq 3005W or equiv or instr consent; meets DELM req of classroom

Instructor: Mc Gue, Matt

Description: This course focuses on the application of genetic methods to human and animal behavior. Genetic methods discussed include both traditional methodologies like twin and adoption studies as well as cytogenetic and molecular genetic methods. Behavioral applications covered include: Intelligence and mental retardation, personality, schizophrenia, affective illness, and alcoholism.

Class time: 100% lecture

Work load: 50 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

Psy 5960 Topics in Psychology: Memory, Belief, and Judgment (Sec 001); 3 cr; max crs 8; prereq 1001, [jr or sr or grad student]; meets DELM req of classroom

Instructor: Koutstaal, Wilma

Description: Although disorders of memory, belief, and judgment are often considered separately, several neuropsychological and psychopathological phenomena seem to involve disruptions in a combination of these areas. This course will examine findings and accounts of phenomena that -to varying degrees -involve disorders of memory, belief, and judgment, and examine implications for understanding normal cognitive function. Topics include: confabulation; deja vu; reduplicative paramnesia for place (involving the belief that places have exact or nearly exact duplicates); delusional misidentification (e.g., Capgras syndrome, the belief that familiar people, such as parents or siblings, have been replaced by

look-alike imposters); anosognosia (unawareness of a deficit or illness); confidence, certainty, and biased belief; and magical ideation and bizarre beliefs. The course will take a cognitive neuroscience approach; contributions from motivation, emotion, and learning, and the need to explain the specific content of beliefs, also will be considered. This is an intensive seminar course based on readings of empirical research articles and review papers from several perspectives, including neuropsychology, psychopathology, psychiatry, neurology, and philosophy. The course also explores multiple methodologies, including clinical case studies, neuroimaging methods, neurological procedures, as well as laboratory-based experiments typical of those conducted in cognitive psychology and cognitive neuropsychology.

Class time:

Work load: 50-60 pages of reading per week, 2 exams, 1 papers, Class participation, both in the form of written assignments prepared and presented by all students each week, and in-class discussion, are very important aspects of this course.

Grade: 40% written reports/papers, 15% class participation, 20% Take Home Exam 1; 25% Take Home Exam 2

Exam format: Essay (Take Home Format)

Psy 5960 Topics in Psychology: International Perspectives in Psychology

(Sec 002); 3 cr; max crs 8; prereq 1001, [jr or sr or grad student]; meets DELM req of classroom

Instructor: Overmier, J. Bruce

Description: The course is aimed at those who plan a career in psychology. Over a career, one makes many international contacts. The course will review approaches to the study, research, and practice of psychology in 11 regions of the world. We shall seek out similarities and contrasts across the regions. The goal is to become aware of other world views of modern psychology. The course will be managed as a seminar with students taking turns reporting and leading discussions.

Class time: 10% lecture, 90% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester

Public Affairs

225 HHCtr: 612/624-3800

PA 3003 Nonprofit and Public Financial Analysis and Budgeting

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

Instructor: Kiedrowski, P. Jay

Description: This is an introductory course about budgeting and financial analysis for public and nonprofit organizations. It is designed for students who have some understanding of budgeting and financial analysis, but wish to gain a better understanding of these topics for Nonprofit and Public organizations. It is one of the core courses of the Nonprofit/Public Track for the Management Minor in the Carlson School of Management. The primary objective of this course is to help students understand and use financial information available from financial documents such as budgets and financial statements. Conceptual frameworks and analytical techniques will be emphasized and applied to analyze real-world financial problems. Micromanagement of financial resources is also examined in the broader contexts of the performance of the national or regional economy. With this course, students are expected to: 1) Understand financial management as an integral part of public/nonprofit management; 2) Obtain basic knowledge and skills in budgeting and accounting; 3) Build up capacity to perform straightforward financial analysis; 4) Improve communication and writing skills regarding financial matters.

Class time: 65% lecture, 35% Discussion

Work load: 40 pages of reading per week, 2 exams, 4 Problem Solving Assignments & 2 Case Studies

Grade: 20% mid-semester exam(s), 30% final exam, 15% class

participation, 30% problem solving

Exam format: Statistical and verbal answers to financial questions.

PA 4101 Nonprofit Management and Governance (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Stone, Melissa M

Description: This course focuses on distinctive features of managing and governing nonprofit organizations in the US and draws on current theories, concepts, and real world examples to explore particular management challenges. For example, one unique challenge that faces managers of nonprofits organizations is the tension between pursuing the nonprofit's historical mission or responding to funding markets. The course also examines current public policy debates as they relate to the US nonprofit sector. The course's teaching methods include a mix of lecture-discussion sessions, case discussions, and presentations by practitioners from the local nonprofit community.

Class time: 25% lecture, 50% Discussion, 25% small group work

Work load: 75 pages of reading per week, 25-30 pages of writing per semester, 5 papers

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

Public Health

A-302 Mayo (Box 197): 612/624-6669

PubH 1003 Alcohol and College Life

(Sec 001, 002); 1 cr; prereq fr or soph or PSEO; meets DELM req of Internet-delivered

Instructor: Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

Description: This course provides first year students with unbiased factual information about how alcohol and drug use affects college life. It reinforces personal prevention strategies as well as aims at maximizing student and campus safety. Practical hints and tips about how to succeed socially and academically are presented in the context of research and personal experiences by other students. For more information about this course please visit our web-site at http://www.collegelife.umn.edu<a>. Although you can complete the course at your own pace, there are due dates for the assignments and quizzes.

Class time: 100% Distance learning, web-based, 2-3 hours of computer interaction per week

Work load: 15 pages of reading per week, 4 pages of writing per semester, 5 exams, 1 papers, 15 required discussion postings during the semester

Grade: 50% written reports/papers, 50% quizzes

Exam format: Multiple choice

Course URL: <http://www.collegelife.umn.edu>

PubH 3001 Personal and Community Health

(Sec 001); 2 cr; meets DELM req of classroom

Instructor: Farley, Dana Mark

Description: Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases, environmental and occupational health hazards, alcohol and drug problems; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.

Class time: 100% lecture

Work load: 20 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers, discussion board

Grade: 40% final exam, 10% written reports/papers, 25% on each of two mid-term exams

Exam format: Multiple choice, fill-in-the-blank, short answer

Course URL:

http://www.epi.umn.edu/academic/pdf/f04_3001.pdf

PubH 3003 Fundamentals of Alcohol and Drug Abuse (Sec 001); Credit will not be granted if credit has been received for: PUBH 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 6003, PUBH 3005; 2 cr; meets DELM req of classroom

Instructor: Farley, Dana Mark

Description: Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at http://www.epi.umn.edu/academic/syllabi.shtml

Class time: 100% lecture

Work load: 15 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers

Grade: 40% final exam, 10% written reports/papers, 50% two midterm exams (25% each)

Exam format: multiple choice

PubH 3004 Basic Concepts in Personal and Community Health (Sec 001); Credit will not be granted if credit has been received for: PUBH 3003, PUBH 3003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 6003, PUBH 3005; 4 cr; credit will not be granted if credit received for: 3001; meets DELM req of classroom

Instructor: Farley, Dana Mark

Description: Introduction to scientific, socio cultural, and attitudinal aspects of communicable and degenerative diseases. This course includes environmental and occupational health hazards and alcohol and drug problems, with an emphasis on the roles of education and prevention.

Class time: 100% lecture

Work load: 20-25 pages of reading per week, 8 pages of writing per semester, 5 exams, 2 papers

Grade: 40% final exam, 10% written reports/papers, 50% four midsemester exams (12.5% each)

Exam format: Multiple choice, short answer

Course URL: <http://www.epi.umn.edu/pubh3004>

PubH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education

(Sec 001); Credit will not be granted if credit has been received for: PUBH 3003, PUBH 3003, PUBH 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 6003; 1 cr; prereq Undergrad in agricultural educ or business/marketing educ or career/technical educ or foundations of educ or [kinesiology, pre-PE] or technology educ or music educ; meets DELM req of Internet-delivered; meets DELM req of classroom

Instructor: Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

Description: The course is entirely online, including all readings, quizzes and assignments. There are specific due dates for quizzes and assignments. This course is meant for teaching majors, and the primary assignment is the development of a detailed lesson plan. The lesson plan assignment assumes that students have had some educational methods coursework. The assignment guidelines are specific, but some students without pedagogy coursework have struggled with the assignment in the past.

Class time: 100% Online lessons, quizzes and assignments. Students do not need to be online at specific times, but ARE REQUIRED TO MEET QUIZ AND ASSIGNMENT DUE DATES.

Work load: 20-25 pages of reading per week, 6-10 pages of writing per semester, 2 papers, 6 online quizzes; reading approximately 1.5 lessons (each lesson 6-10 pg) or 10 pages assigned articles per week, additional reading for lesson plan research.

Grade: 10% written reports/papers, 30% special projects, 60% quizzes

Exam format: multiple choice

Course URL: <http://www.epi.umn.edu/pubh3005-6003/>

PubH 3010 Public Health Approaches to HIV/AIDS (Sec 001); Credit will not be granted if credit has been received for: PUBH 5010, PUBH 5010, PUBH 5010, PUBH 6010; 2 cr; prereq College level biology course; meets DELM req of classroom

Instructor: Rybicki, Sarah Louise

Description: The purpose of this undergraduate level course is to learn more about HIV/AIDS, with an emphasis on: Preventing HIV infection in those who are uninfected; Preventing development of HIV disease in those who are HIV- infected; Preventing morbidity and mortality in those with HIV disease. A significant focus of this course will be on community responses to HIV/AIDS. This course includes medical, social service, and political. This focus acknowledges the unique role of the community in structuring our response to HIV/AIDS historically and today. Learning objectives for this course include: The pathogenesis and natural history of HIV infection and disease; The epidemiology (local, national and international) of HIV/AIDS; Modes of HIV transmission, including sexual, blood-borne (including via injection drug use) and mother-to-child; Strategies to prevent HIV infection including: education, peer counseling, community outreach, behavior change, STD treatment, condoms, microbicides, harm education, blood screening and prevention of maternal-child transmission; Strategies to prevent HIV disease, including: counseling and testing, community screening, use of antiretroviral therapy, prophylaxis of opportunistic infections, and diagnosis of co-morbidities including tuberculosis and hepatitis C; Strategies to prevent morbidity and mortality, including treatment of HIV disease, and palliative care, including HIV care in resource-limited settings.

Class time: 80% lecture, 20% Discussion

Work load: 40 pages of reading per week, 18 pages of writing per semester, 2 take-home exams, 2 take-home response papers

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

Exam format: essay, take-home
Course URL: <http://myu.umn.edu>

PubH 3093 Directed Study: Public Health

(Sec 002); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent ; meets DELM req of independent study

Instructor: Farley, Dana Mark

Description: Independant study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3093 Directed Study: Public Health

(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent ; meets DELM req of independent study

Instructor: Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

Description: Independant study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3102 Issues in Environmental and Occupational Health

(Sec 001); Credit will not be granted if credit has been received for: PUBH 5201, PUBH 5201, PUBH 5201, PUBH 6102, PUBH 6102, PUBH 6102; 3 cr; prereq credit will not be granted if credit received for: 5201; meets DELM req of classroom; meets CLE req of Environment Theme; meets DELM req of Internet-delivered

Instructor: Allwood, Paul Bancroft

Description: This course is intended as an introduction to the field, current topics, and methods to control environmental health issues. The intent is to have you become sensitized to environmental health issues that are affecting you and your community, and which you and your community, may be affecting in turn. We all live out our lives in an environment, and, whether we are aware of it or not, are constantly modifying our environment to protect our lives and the lives of others. Similarly, we are the beneficiaries of the hidden efforts of environmental health specialists and others whose work makes our lives safer and more healthful. It is the intent of this course to assist the student in becoming aware of the scope of the field of

environmental health, becoming familiar with the concepts upon which environmental interventions are based, and to practice consulting the environmental health literature to identify appropriate interventions for community environmental health problems and practice identifying such problems and specifying interventions in their own community. The focus is on the interaction of humans and the environment and how this interaction affects the health of communities. Course content will be presented in a password protected site on the Internet with no face-to-face attendance on campus required. However electronic attendance will be taken and students are expected to do all online modules and activities as presented.

Class time: 100% Online delivery of course; This course is offered in an online learning environment only.

Work load: 2 papers, 135 hours of student effort are anticipated for this course as necessary for an average student to achieve an average grade in the course (45 hours of content and 90 hours text readings, reviewing online resources and completing assignments.)

Grade: 50% written reports/papers, 20% quizzes, 20% class participation, 10% Pre and Post tests (The actual test score does not matter but completing the tests accounts for 10% of total)

Course URL: <http://vista2.umn.edu>

PubH 3202 Introduction to Population-Based Public Health Practice (Sec 001); 1 cr; OPT No Aud; meets DELM req of Internet-delivered

Instructor: Ehrenberg, Anne

Description: The online course will provide a broad overview of the public health system - what it is, its origins and evolution and how it is structured and administered at the federal, state and local levels in the United States. In addition it will provide a broad framework for understanding the mission, key concepts, principles and practices of population-based public health practice. Through the use of case studies, students will have an opportunity to see how the concepts may be applied. This course will not substitute for PubH 3001/3004.

Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams

Grade: 20% final exam, 50% written reports/papers, 20% class participation, 10% critique of fellow student's paper

Exam format: multiple choice

PubH 3300 Topics: Clinical Research (Sec 001); 1-4 cr; max crs 8; prereq Jr or sr; meets DELM req of classroom

Instructor: Luepker MD, Russell V

Description: This course is intended to provide a basic understanding of health research in humans. It describes research methods, contemporary topics, controversies and health careers in the field. The course includes perspectives from dentistry, medicine, nursing, pharmacy and public health. It is intended for students considering a health career.

Class time: 80% lecture, 20% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Course URL: <http://www.webct.umn.edu/>

PubH 3810 Math Review for Public Health I (Sec 001); 1 cr; S-N only; prereq [Jr or sr or grad student], basic calculus, linear algebra; meets DELM req of classroom

Instructor: Jung, Kyoungrae

Description: This course is a review of basic calculus and linear algebra. It is presumed that the student has had exposure to these topics through previous coursework. The topics covered include differentials, integral calculus, exponentials and logarithms, linear models and matrix algebra. The course includes lecture, and working mathematical problems as class exercises. Students who complete this course are expected to see an improvement to their calculus and linear algebra skills,

and be better prepared for statistics and economics course work offered in the School of Public Health. The course textbook is "Fundamental Methods of Mathematical Economics" by Chiang, Alpha C. This class will be graded on a S/N or audit basis. The grade will be based on attendance and in-class participation.

PubH 3905 Human Nutrition and Health (Sec 001); Credit will not be granted if credit has been received for: PUBH 5905, PUBH 5905, PUBH 6905; 2 cr; prereq Jr or sr or instr consent ; meets DELM req of classroom

Instructor: Nelson, Melissa

Description: Nutrition topics of contemporary interest. Concepts/facts about science of human nutrition discussed in relation to personal/community nutrition problems/concerns. Applied introductory course with labs.

Radiation Therapy

101 Wesbrook Hall: 612/624-4000

RTT 4581 Principles and Practices of Radiation Therapy II (Sec 001); 4 cr; A-F only; prereq 3581, BAS RTT student; meets DELM req of classroom

Instructor: Bussman-Yeakel, Leila Ann Cross, Lynn Marie

Description: A continuation of the Principles and Practice of Radiation Oncology I, this class explores more advanced principles of applying virtual simulations, three dimensional planning and conformal treatments, including Intensity Modulated Radiation Therapy. Explores the natural history, diagnosis and management of the cancer disease sites requiring this sophisticated treatment along with the technical issues relating to simulation, treatment techniques, electronic record keeping. In cooperation with Mayo School of Health Sciences, Rochester.

RTT 4696 Clinical Practicum IV

(Sec 001); 3 cr; A-F only; prereq 3596, 3696, 4596; meets DELM req of classroom

Instructor: STAFF

Description: This clinical session continues to assist the student in the achievement of clinical competencies. Students will complete required advanced level clinical competency exams. The student's understanding of the methodology behind the treatment technique and their critical thinking ability will be assessed. During this session, students rotate through dosimetry and participate in radiation treatment planning.

Radiology

2-300 Fairview University Medical Center
(Box 292): 612/626-6004

Rad 125 Cardiovascular Roentgenologic Conference (Sec 001); 0 cr; meets DELM req of classroom

Instructor: Hunter, David W

Description: The lecture is a review of the history of the development of x-rays and an overview of medical imaging in today's practice.

Class time: 100% lecture

Work load: A large measure of intellectual curiosity

Grade: 0% No information form this lecture will be utilized for any test or grading purposes--although it should enhance their understanding of modern medical diagnosis

Recreation Resource Management

115 Green Hall: 612/624-3400**RRM 3101 Nature and Heritage Based Tourism**

(Sec 001); Credit will not be granted if credit has been received for: RRM 5101, RRM 5101, RRM 5101; 3 cr; A-F only; meets DELM req of classroom

Instructor: Schneider, Ingrid Eleanor

Description: This course is designed to familiarize you with the basic concept of resource based tourism and then develop the expertise to plan and evaluate sustainable tourism operations. Specifically, the objectives of this course are to: 1. Provide an understanding of the concept and evolution of resource based tourism, including agricultural & cultural. 2. Develop an understanding of and appreciation for the complexities involved with "sustainable tourism." 3. Identify specific social, economic and environmental impacts associated with resource based tourism and methods to monitor them. 4. Illustrate domestic and international case studies of resource based tourism. 5. Enable critical evaluation of resource based tourism services and the ability to plan for them.

Class time: 30% lecture, 30% Discussion, 40% in-class assignments, field trips, guest lectures

Work load: 70 pages of reading per week, 40 pages of writing per semester, 3 papers, quizzes

Grade: 35% written reports/papers, 40% quizzes, 5% in-class presentations, 20% class participation

RRM 5259 Visitor Behavior Analysis

(Sec 001); 3 cr; A-F only; prereq RRM major or ENR major or grad student or instr consent ; meets DELM req of classroom

Instructor: Schneider, Ingrid Eleanor

Description: Application of social science theory/methods to recreation and resource-based tourism visitor behavior. Analysis of surveys, observations, and content. Implications for sustainable resource management. Course objectives: Upon successful completion of this course the student should demonstrate: 1) An increased understanding of the social sciences and their relationship to the study of leisure, recreation and tourism. 2) Knowledge of various theories and their application in the study of leisure behavior. 3) Application of various visitor behavior analysis techniques to leisure, recreation & tourism. 4) Critical review and writing skills. 5) The ability to organize and synthesize research literature. Course Format: A seminar style course with significant student participation. Occasional onsite research assignments, guest speakers, and similar opportunities.

Class time: 25% lecture, 40% Discussion, 35% in-class assignments, guest lectures

Work load: 75 pages of reading per week, Research practicums-5

Grade: 35% written reports/papers, 25% in-class presentations, 20% class participation, 20% research practicum

Recreation, Park, and Leisure Studies**220 Cooke Hall: 612/625-5300****Rec 3541W Recreation Programming**

(Sec 001); 3 cr; A-F only; prereq 1501 or instr consent, Rec major; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Feldman, Harvey M

Description: This 3-credit course is designed to introduce the student to a variety of methodologies, skills, and materials needed for planning, developing, implementing, and evaluating professional recreation programs for diverse populations in a variety of settings. Course Objectives: 1) Understand the ethical principles and professionalism as applied to all professional

practices, attitudes, and behaviors in leisure service delivery. 2) Understand the importance of and resources for professional development. 3) Understand and have the ability to use diverse community, institutional, natural, cultural, and human service resources to promote and enhance the leisure experience. 4) Know the role and content of leisure programs and services. 5) Have the ability to develop outcome oriented goals and objectives for individuals and groups. 6) Understand the concept and use of leisure resources to facilitate participant involvement. 7) Know marketing techniques and strategies. 8) Understand and have the ability to implement public relations and promotion strategies. 9) Have the ability to utilize effectively the tools for communication, including technical writing, speech, and audiovisual techniques.

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

Work load: 31 pages of reading per week, 16 pages of writing per semester, 2 exams, 4 papers

Grade: 15% mid-semester exam(s), 15% final exam, 40% written reports/papers, 20% in-class presentations, 10% class participation

Exam format: true/false, multiple choice, essay

Course URL: <http://webct.umn.edu/>

Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies

(Sec 001); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent; meets DELM req of classroom

Instructor: Feldman, Harvey M

Description: Supervised field experience for pre-professional students in selected agencies. This is essentially a full-time continuing experience in a leisure services assignment. The internship placement is related to the students option area. The internship is an in-depth supervised laboratory experience where the student can implement and test her/his classroom learning. Objectives and Outcomes: 1) To augment and reinforce academic course work by applying academic knowledge to a practical setting. 2) To provide students with experience in program operation, administration and supervisory duties as well as direct service to clients. 3) To develop leisure service management and practice skills and abilities under the guidance of a professional mentor. 4) To assess the students abilities in a range of leisure service management and practice skills. 5) To observe, develop and practice ethical and professional behaviors in a leisure service organization setting. 6) To understand and apply organizational techniques to foster effective relationships with clients, staff, management and governing bodies. 7) To develop an understanding of critical issues in leisure services.

Class time: 100% Fieldwork

Grade: 100% field work at recreation agency

Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies

(Sec 002); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent; meets DELM req of classroom

Instructor: Tabourne PhD, Carla E. S.

Description: Culminating 480 hours minimum field experience as recreational therapy interns delivering services to patients/clients in clinical or community-based setting under the supervision of certified Therapeutic Recreation Specialists. Registration is limited to students who have completed all prerequisite TR content coursework, general professional coursework, and appropriate supplemental courses, plus at least 360 hours of documented recreation leadership and skills experience post-high school.

Work load: 20 pages of writing per semester, 480 hours main project, patient/client caseload.

Grade: 20% written reports/papers, 20% special projects, 60% Professional level demonstration of TR skills and knowledge

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies

(Sec 002, 006, 012, 014); 1-9 cr; max crs 24, 24 repeats allowed; prereq Rec major, instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: A self-directed scholarly pursuit of information, related to the practice of recreational therapy, that is not readily available through current course offerings. Directed Study provides the opportunity to extend knowledge of classroom content to its application in field based projects or analyze status of existing practice based on standards and best practice. Required amount of work = 3 hours per credit for 14 weeks. Approval via signature of cooperating faculty on Directed Study contract.

written reports/papers, 16% quizzes, 10% class participation, 10% problem solving, 20% Practicum

Exam format: short answer, fill-in, matching, case study, multiple choice

Course URL: <http://Vista.umn.edu>

Rec 5101 Foundations of Recreation

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

Instructor: STAFF

Description: Investigation of the rational, sociological, psychological and philosophical foundations of the recreational use of leisure in contemporary society. Course objectives/outcomes: 1) Demonstrate an understanding of significant issues/theories within the leisure and recreation areas. 2) Articulate both historical and current philosophical issues which have shaped the direction and scope of leisure, recreation and play. 3) Identify specific concerns and issues regarding leisure/recreation services and resources. 4) Examine leisure/recreation policy issues and how those policy issues affect leisure/recreation services, resources, service providers and consumers. 5) Examine general issues and problems related to research and disciplined inquiry. This course is taught by Corliss Outley.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

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

Rec 5215 Assess and Monitor Patient/Client Functioning in Recreation Therapy

(Sec 001); 3 cr; prereq TR major or academic health professional or instr consent; majors A-F only; meets DELM req of classroom

Instructor: Tabourne PhD, Carla E. S.

Description: Assessment selection, procedures, and interpretation of patient/client deficits and assets for intervention planning and for assistive devices or technologies; record keeping and reporting on progress toward expected outcomes. Course content includes: Purpose of assessment in prevention, intervention, treatment, transition planning. Efficiency and effectiveness in the patient/client and program evaluation. Relationship to QA utilization review, clinical supervision, treatment team cooperation, protocol development, cultural competent assessment. Target audience includes upper class level and graduate student TR majors, students in healthcare and special education.

Class time: 30% lecture, 30% Discussion, 20% Laboratory, 20% practicum and self evaluation report, brief application tasks, guests

Work load: 10-20 pages of reading per week, 20-25 pages of writing per semester, 1 papers, 7 short 2-3 page assignments, 1 synopsis of resources

Grade: 15% written reports/papers, 15% special projects, 10% quizzes, 50% problem solving, 10% practicum

Exam format: multiple choice, case study

Course URL: <http://Vista.umn.edu>

Rec 5191 Commercial Recreation and Tourism

(Sec 001); 3 cr; A-F only; prereq 3551 or instr consent; meets DELM req of classroom

Instructor: Feldman, Harvey M

Description: This course is designed to provide students with a broad understanding of the private-for-profit leisure services sub-system (also called "commercial" recreation). Commercial recreation projects can have significant economic impacts on a community, including the creation of new jobs, and ancillary development projects, as well as, negative impacts if not properly planned. A major portion of the course will be used to introduce the travel and tourism segment of the commercial recreation field.

Class time: 70% lecture, 30% Discussion

Work load: 28 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers

Grade: 25% mid-semester exam(s), 50% special projects, 5% class participation, 20% lab work

Exam format: True/false, multiple choice, and essay

Course URL: <http://www.umn.edu/WebCt>

Rec 5511 Women in Sport and Leisure

(Sec 001); Credit will not be granted if credit has been received for: KIN 5511, REC 5511, KIN 5511, KIN 5511; 3 cr; A-F only; meets DELM req of classroom

Instructor: Buysse, Jo Ann

Description: 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-sport and physical activity from both an historical and contemporary perspective. Students will be expected to analyze, critique, and evaluate a wide range of historical, cultural, economic and socio-psychological issues that have shaped the nature and scope of women's participation in sport, physical activity and leisure. Utilizing feminist perspectives, particular attention will be given to the various ways in which females (and their bodies) are often viewed as fundamentally different-physically, socially and psychologically-from their male counterparts. Much of this analysis will take place against the backdrop of highly organized, competitive sports such as intercollegiate athletics. In addition, we will see how it is impossible to separate women's and men's sports from the broader societal roles of women and men in general. Finally, issues that address race/ethnicity, social class and sexual orientation, and how those issues influence women's and men's sports, will also be emphasized throughout the semester. This course will be web enhanced through webctvista.

Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion

Work load: 50-60 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 4 papers

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

Exam format: essay

Rec 5211 Introduction to Therapeutic Recreation

(Sec 001); 3 cr; A-F only; prereq 1501 or concurrent enrollment 5101, rec major or instr consent ; meets DELM req of classroom

Instructor: Tabourne PhD, Carla E. S.

Description: Overview of the field of recreational therapy/therapeutic recreation as purposeful intervention and outcomes based services. Content includes roles of certified therapeutic recreation specialists in healthcare settings, home health, and in community services. Course includes field experience. Target audience: TR majors, recreation majors and students interested in healthcare or complementary therapies.

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

Practicums/Speakers/problem solving

Work load: 20 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers, 40 hour practical experience

Grade: 10% mid-semester exam(s), 10% final exam, 14%

Rec 5992 Readings: Recreation

(Sec 002, 006, 012, 014); 1-3 cr; max crs 9, 9 repeats allowed; REC major, instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Independent study opportunity to conduct in-depth

review of the literature on a particular topic. The student works with the faculty to outline a plan of work for the semester including the method by which the student will demonstrate his/her ability to analyze, synthesize, and evaluate the information.

Rec 5995 Problems in Recreation, Park, and Leisure Studies (Sec 002, 006, 012, 014); 1-12 cr; max crs 30, 30 repeats allowed; prereq [MEd or grad student], instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Independent study of issues related to recreation as intervention modalities and outcome based services in allied health, health care and health promotion arenas. The study is intended to involve scholarly projects, systematic evaluations, preliminary investigation leading to research topics or further formal education of TR content and process, service delivery, policy and legislation, public relations and advocacy, or other endeavors. This opportunity is NOT intended for additional clinical fieldwork or programming experience.

Religions in Antiquity

245 Nicholson Hall: 612/625-5353

RELA 1034 Introduction to Jewish History and Civilization (Sec 001); Credit will not be granted if credit has been received for: JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, RELA 3034, JWST 3034; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Jassen, Alex

Description: The course provides a general introduction to Judaism in its many ancient and modern expressions. Special attention is paid to the social, literary, historical, and cultural influences that have helped shape the varieties of Jewish traditions. The central ideas and motifs of Judaism to be addressed include: God, scripture and tradition, covenant, law, messianism and mysticism, Jewish identity, ritual and worship, political life, Jewish ethics, Jewish nationalism. Each unit compares these various aspects of Judaism in diverse times and places. Students engage with these topics through reading a wide selection of primary texts in translation. The goal of the course is to provide students with an overview of the history of Judaism, engagement with the central texts of Judaism, and a basic knowledge of Jewish religious customs. Students gain an understanding of the ancient, medieval, and modern expressions of Judaism, along with a sensitivity to the points of contact and divergence among these traditions. Full syllabus and further information available at: http://www.tc.umn.edu/~jassen/index_files/Page1222.htm

Class time: 80% lecture, 20% Discussion

Work load: 30-40 pages of reading per week, 12-16 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Identifications, Short and Long Essay

RELA 1082 Jesus in History

(Sec 001); Credit will not be granted if credit has been received for: CLAS 1082, RELA 1082, CLAS 1082, RELA 1082, CLAS 1082, RELA 1082, CNES 1082, RELA 1082, CNES 1082; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Sellev, Philip H

Description: In this course we study Jesus of Nazareth in his original setting (first-century Jewish Palestine) and then his role in American culture. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry

to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension.

Class time: 65% lecture, 35% Discussion

Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final essay exam.

Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation

Exam format: There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own.

RELA 3034 Introduction to Jewish History and Civilization (Sec 001); Credit will not be granted if credit has been received for: JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, JWST 3034, RELA 1034, RELA 3034, JWST 1034, RELA 1034, JWST 3034; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Jassen, Alex

Description: The course provides a general introduction to Judaism in its many ancient and modern expressions. Special attention is paid to the social, literary, historical, and cultural influences that have helped shape the varieties of Jewish traditions. The central ideas and motifs of Judaism to be addressed include: God, scripture and tradition, covenant, law, messianism and mysticism, Jewish identity, ritual and worship, political life, Jewish ethics, Jewish nationalism. Each unit compares these various aspects of Judaism in diverse times and places. Students engage with these topics through reading a wide selection of primary texts in translation. The goal of the course is to provide students with an overview of the history of Judaism, engagement with the central texts of Judaism, and a basic knowledge of Jewish religious customs. Students gain an understanding of the ancient, medieval, and modern expressions of Judaism, along with a sensitivity to the points of contact and divergence among these traditions. Full syllabus and further information available at: http://www.tc.umn.edu/~jassen/index_files/Page1222.htm

Class time: 80% lecture, 20% Discussion

Work load: 30-40 pages of reading per week, 12-16 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Identifications, Short and Long Essay

RELA 3076 The Apostle Paul: Life, Letters, and Legacy (Sec 001); Credit will not be granted if credit has been received for: CNES 3076, CNES 5076, RELA 5076; 3 cr; meets DELM req of classroom

Instructor: Roetzel, Calvin J

Description: Few persons have had a greater influence on the intellectual history of the West than has the Apostle Paul, and rarely either in the ancient or modern worlds have persons been neutral about him. In his own time he was revered by some and

scorned by others. In a later generation he was honored as "blessed and glorious" by Polycarp and a Jewish Christian sect rebuffed him as the devil incarnate. And so to this day Paul continues to provoke and excite, to challenge and to antagonize. The course will explore the differing views of Paul revealed by his own letters, deutero-Pauline epistles, and such second century documents as the Acts of the Apostles, selected Gnostic treatises, the Acts of Paul and Thecla, and other second century defenders and detractors. This course will seek to understand this complex figure in his Graeco-Roman setting, and will focus on four questions: How and what can we know about Paul? What was the message Paul carried throughout the Mediterranean world? What was Paul fighting for in his letters? How was Paul understood by friend and foe in succeeding generations? And finally, how does Paul continued to inform modern discussions on questions such as: Was Paul a pro- or anti- feminist? Was he pro- or anti- Jewish? Why are his seven undisputed, occasional letters and others attributed to him included as scripture in the New Testament?

Class time: 75% lecture, 25% discussions and group work
Work load: 75 pages of reading per week, 9-15 pages of writing per semester, 3 exams, 3 papers
Grade: 30% written reports/papers, 10% class participation, 60% 3 exams at 20% each
Exam format: Short answer and essay

RelA 3201 The Bible: Context and Interpretation (Sec 001); Credit will not be granted if credit has been received for: CNES 3201, CNES 1201, JWST 1201, JWST 3201; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Stackert, Jeffrey R

Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, and all texts and all religious traditions will be examined analytically.

Exam format: multiple choice and essay

RelA 5076 Apostle Paul: Life, Letters, and Legacy (Sec 001); Credit will not be granted if credit has been received for: CNES 3076, CNES 5076, RELA 3076; 3 cr; meets DELM req of classroom

Instructor: Roetzel, Calvin J

Description: Few persons have had a greater influence on the intellectual history of the West than has the Apostle Paul, and rarely either in the ancient or modern worlds have persons been neutral about him. In his own time he was revered by some and scorned by others. In a later generation he was honored as "blessed and glorious" by Polycarp and a Jewish Christian sect rebuffed him as the devil incarnate. And so to this day Paul continues to provoke and excite, to challenge and to antagonize. The course will explore the differing views of Paul revealed by his own letters, deutero-Pauline epistles, and such second century documents as the Acts of the Apostles, selected Gnostic treatises, the Acts of Paul and Thecla, and other second century defenders and detractors. This course will seek to understand this complex figure in his Graeco-Roman setting, and will focus on four questions: How and what can we know about Paul?

What was the message Paul carried throughout the Mediterranean world? What was Paul fighting for in his letters? How was Paul understood by friend and foe in succeeding generations? And finally, how does Paul continued to inform modern discussions on questions such as: Was Paul a pro- or anti- feminist? Was he pro- or anti- Jewish? Why are his seven undisputed, occasional letters and others attributed to him included as scripture in the New Testament?

Class time: 75% lecture, 25% discussions and group work
Work load: 75 pages of reading per week, 9-15 pages of writing per semester, 3 exams, 3 papers, 5xxx level students will write an additional research paper due at the end of the term
Grade: 30% written reports/papers, 10% class participation, 60% 3 exams at 20% each
Exam format: Short answer and essay

Religious Studies

245 Nicholson Hall: 612/625-5353

RelS 3521W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: HIST 3727W, HIST 3727W, JWST 3521W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Feinstein, Stephen

Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and guest speakers.

Class time: 90% lecture, 10% Discussion

Work load: 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Exam format: Short answer and essay with choices. Study sheet given prior to exam.

Course URL: <http://MYU.UMN.EDU> and www.chgs.umn.edu

Respiratory Care

RC 3401 Seminar in Respiratory Care I: Case reports and Fundamentals of Research (Sec 001); 1 cr; A-F only; prereq 2210; meets DELM req of classroom

Instructor: Plevak, David Joseph

Description: Students will attend weekly conferences and seminar to discuss cases of clinical importance in respiratory care. The professional medical literature will be critically reviewed both from the standpoint of scientific method and clear writing style. Students will review patient cases with attention to events that required problem solving and critical thinking. Students will collaborate on a class research project leading to abstract submission. (1 hour {either Pulmonary & Critical Care Medicine Case Conference or Combined Crit Care Conference and 2 hour seminar weekly. In cooperation with Mayo School of Health Sciences, Rochester.

RC 4201 Subspecialization in Respiratory Care: Advanced Perinatal and Pediatric Res

(Sec 001); 2 cr; A-F only; prereq 3102, BAS RC student; meets DELM req of classroom

Instructor: STAFF

Description: This didactic course combined with its clinical counterpart will allow students to assume the role of the perinatal/pediatrics specialist as defined by National Board for Respiratory Care's (NBRC). A thorough review of the literature on mechanical ventilation, monitoring applied with emphasis on an evidence-based care will be provided. Current strategies for extended mechanical ventilation or other forms of long-term support will be reviewed using case study examples. (32 hours of class; 32 hours of laboratory) In cooperation with Mayo School of Health Sciences, Rochester.

RC 4203 Subspecialization in Respiratory Care:

Cardiopulmonary Rehabilitation, Disease

(Sec 001); 2 cr; A-F only; prereq 3102, BAS RC student; meets DELM req of classroom

Instructor: STAFF

Description: Students will review the delivery of care to chronically ill patients with lung and heart disorders with emphasis on respiratory care. The rehabilitation process will be applied to hospital-based programs, extended care facilities and in the home. Topics include clinical testing, exercise prescriptions, and practice guidelines for management. Patient case reviews as part of the laboratory will underscore the multidisciplinary approach to case management and responsibilities unique to the respiratory therapist. This course along with its clinical counterpart will allow students to perform the responsibilities attributed to this subspecialty in respiratory care. Students will become certified asthma educators. In cooperation with Mayo School of Health Sciences, Rochester.

Russian

215 Nolte Center: 612/624-3331

Russ 1101 Beginning Russian I

(Sec 050); 5 cr; meets DELM req of classroom

Instructor: Jahn, Gary R

Description: The Beginning Russian course develops the four basic language skills--speaking, understanding, reading, and writing--in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% instructor guided oral exercises
Work load: 20 pages of reading per week, 1 exams, 6 or 7 unit quizzes

Grade: 25% final exam, 25% quizzes, 40% class participation, 10%

Exam format: fill in the blanks, answer questions, translation

Course URL: <http://www1.umn.edu/ol-russ/hpgary/gary.htm>

Russ 1101 Beginning Russian I

(Sec 001-003); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: The beginning Russian course develops the four basic language skills--speaking, understanding, reading, and writing--in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to CD's, and are required to participate in each class section. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% instructor guided oral exercises
Work load: 20 pages of reading per week, 5 exams

Grade: 25% final exam, 70% quizzes, 5% oral exam

Exam format: fill in, translation to Russian, open-ended response

Russ 3001 Intermediate Russian I

(Sec 001, 050); 5 cr; prereq 1102 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: This course continues the development of the four basic language skills -- speaking, understanding, reading, and writing. Students prepare regularly assigned written exercises, listen to CD's and videos, work with computer instructional programs and participate in class activities. Active control of the language for communication in all modalities is the goal of instruction and the main criterion of evaluation.

Class time: 30% lecture, 70% Instructor guided oral activities

Work load: 20 pages of reading per week, 4 exams, Regular (weekly) written assignments / exercises for each class meeting

Grade: 30% final exam, 60% quizzes, 10% class participation

Exam format: fill in, translation to Russian, open-ended response.

Russ 3101 Advanced Russian I

(Sec 001); 4 cr; prereq 3002 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: General objectives: reviewing and in-depth studying of grammar; developing and improving oral and written skills; developing cultural sensitivity through the use of realia and contexts.

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

Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, Compositions: 3 per semester; Oral report: 10-15 minutes at the end of semester [Topics will be chosen by student and should be dealing with any aspect of Russian culture (literature, art, politics, etc.)]

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

Exam format: fill-in-the-blank, short essay, translation from English to Russian, answering questions

Russ 3311 Russian Major Project

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

Instructor: STAFF

Description: This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

Russ 3311H Honors Major Project in Russian

(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq credit will not be granted if credit has been received for Russ 3311, Russ 3312; Russ maj, instr consent ; meets HON req of Honors; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty

advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.

Class time: 25% Discussion, 75% guided research

Work load: 20-25 pages of writing per semester, 1 papers

Grade: 100% finished research paper

Russ 3421 Literature: Middle Ages to Dostoevsky in Translation

(Sec 001); Credit will not be granted if credit has been received for: RUSS 5421, RUSS 5421; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Jahn, Gary R

Description: This is 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 lecture and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, "The Life of Archpriest Avvakum", and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contributions to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russian 3421 and required of those enrolled in Russian 5421.

Class time: 50% lecture, 50% Discussion

Work load: 60 pages of reading per week, 2 exams

Grade: 30% mid-semester exam(s), 50% final exam, 20% class participation

Course URL: <http://www1.umn.edu/lol-russ/hpgary/gary.htm>

Russ 3993 Directed Studies

(Sec 001, 002); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Russ 5421 Literature: Middle Ages to Dostoevsky in Translation

(Sec 001); Credit will not be granted if credit has been received for: RUSS 3421; 3 cr; meets DELM req of classroom

Instructor: Jahn, Gary R

Description: 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 lecture and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, "The Life of Archpriest Avvakum" and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contributions to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russian 3421 and required of those enrolled in Russian 5421.

Class time: 50% lecture, 50% Discussion

Work load: 60 pages of reading per week, 2 exams

Course URL: <http://www1.umn.edu/lol-russ/hpgary/gary.htm>

Russ 5993 Directed Studies

(Sec 001, 002); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Class time: 100% guided research and discussion

Work load: amount of reading and writing variable, depending on # of credits

Grade: 100% student's work evaluated on the basis of variable course criteria

Scandinavian

205 Folwell Hall: 612/625-2080

Scan 3011 Readings in Scandinavian Languages

(Sec 001); 4 cr; prereq [Dan or Nor or Swed][1004 or 4004] or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: The purpose of the Scandinavian 3011 class is to help you improve your reading knowledge and writing skills in your primary Scandinavian language and to build a reading knowledge of the other Scandinavian languages. We will read and screen various texts in Swedish, Norwegian and Danish, and discuss and analyze them, both as a whole class and in smaller groups. You will also write journal entries and short assigned writings, do several in-class presentations, and research, revise and polish a 5-6 page semester paper in your primary Scandinavian language. Among the topics and genres the texts in this course will explore are multi-ethnic and multicultural identity, globalization, social satire, crime fiction, news events of the moment, and currents in life, culture and society in contemporary Denmark, Norway, and Sweden.

Scan 3502 Scandinavian Myths

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

Instructor: Liberman, Anatoly

Description: Although less known to the general public than tales from Ancient Greece and Rome, the tales that have come down to us from Medieval Scandinavia are as interesting and important as those. We will read two main sourcebooks of Scandinavian mythology, known as the Elder Edda (the first half) and the Younger Edda (most of it); a textbook will supplement the main texts. The course will introduce the students to the body of the only ancient myths extant in the Germanic-speaking world and to the foundations of mythological thinking. The original language of the Scandinavian myths is Old Icelandic, but all the reading will be in English. Lectures (the main medium of this course) will alternate with discussion. There will be a take-home midterm and a take-home final based on the material of the lectures and the textbook (essay questions in both); also a paper, about five pages long, will be required. The course spans the areas of mythology, religion, literature, and cultural anthropology. No prerequisites.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay.

Scan 3504 The Immigrant Experience

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

Instructor: Stockenstrom, Goran K

Description: This course will examine a body of experiences related to the process of immigration among the Swedes, Norwegians, and Finns in America. These groups are characterized by a consciousness based on a sense of common origins, reflected by an internal sense of distinctiveness as well as an external perception affirming the latter. The following features will be discussed from a historical and comparative perspective: 1) geographic origin, race and language; 2) patterns of immigration and settlement; 3) shared traditions, values and myth; 4) literature, theater and music; 5) cultural and political institutions that served and maintained the group; 6) and finally the ties which, in the New World, transgressed the old kinship, neighborhood and community boundaries. A selection of oral interviews, letters and diary entries, photos and film clips, samples of stories, novels and plays, has been gathered from a variety of sources. How these ethnic experiences evolve into systems of ideas, becoming gradually more systematic and comprehensive, eventually codified in an extended historical process, will be studied in the context of a body of representative criticism.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week

Grade: 30% written reports/papers, 50% special projects, 20% in-class presentations

Exam format: Take-home exam; paper (part of project)

Scan 3505 Scandinavian Fiction From 1890 to Present

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

Instructor: Stockenstrom, Goran K

Description: This course deals with dilemma of representation in the 20th century and takes as its starting point the shift at the turn of the century from a mimetic/objective representation anchored in time and space to the subjective presentation of interior realities within the realm of imagination. A representative selection of Scandinavian texts spanning a period of 100 years of revolutionary changes in all domains of human experience, offers the students a depth and breadth of insights into the value patterns and myths of the individual cultures as well as the hegemonies that constitute the Nordic culture. This body of literature serves to illustrate how different Scandinavian authors seek to find new forms for changing historical situations. The different movements in the arts and literatures from the 20th century are reflected with varying emphasis in the evolving aesthetics on the continuum from realism to expressionism. At the same time the dialectical changes in the aesthetic forms

cannot be understood without familiarity with the changing social, political and economic realities that in turn caused the former.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week, 1 exams, 1 papers, Instead of mid-term paper or take-home exam, students are encouraged to participate in group project.

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

Exam format: Take-home exam. Final covers texts and criticism in the form of essay questions.

Scan 3602 The Literary Fairy Tale in Scandinavia

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

Instructor: Zagar, Monika

Description: In this course for undergraduates, the Scandinavian literary fairy tale (in English translation) will be examined as a body of literature which originated, essentially, from folk tales and German Romanticism. Emphasis will be on Scandinavian innovations of the fairy tale genre and its tradition, especially the 19th century tales and stories by Hans Christian Andersen. While attention will be given to older authors preceding Andersen (such as Perrault and Grimm), the emphasis in the second part of the course will be creative responses to and revitalization of the genre by authors during the 20th century. These innovative authors include: Henrik Pontoppidan, Isak Dinesen, Astrid Lindgren, Villy S?rensen, Svava Jakobsdottir, and Walt Disney. Secondary texts will include those by Bruno Bettelheim and Jack Zipes. The course will develop students' analytical skills in dealing with one of the world's most important bodies of fairy tales and stories. Different literary theories and reading strategies, such as biography, structuralism, psychoanalysis, ideology critique, and deconstruction, will be applied to specific texts in order to further students' understanding of the art and cultural significance of this type of literature for children and adults. Both national and international dimensions of the material will be considered, and both historical and topical aspects of fairy tales in Scandinavian (and American) culture will be reviewed. Several videos will be included.

Class time: 40% lecture, 50% Discussion, 10% viewing of films

Work load: 50 pages of reading per week, 18 pages of writing per semester, 3 papers, active participation in class

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

Exam format: essay form exam

Scan 3619 Travel in Literature

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

Instructor: Houe, Poul

Description: This new course investigates experiences -- primarily in literature, but also in film and painting -- of Scandinavians going abroad and of foreigners coming to Scandinavia. It presents Scandinavia in a double mirror: Scandinavians viewing others, and others viewing Scandinavia(ns). As travellers learn about the world, they learn about themselves, so what appears in this double mirror of Scandinavia(ns) is travel as a culture of reality and fiction, of self-knowledge, self-revelation, and otherness. Historically, the notion of life as an inner journey through an unfamiliar world found its typical outlet in 19th century novels, but the orderly harmony between the travelling subject and the surrounding world saw its crises already in the mid to late 19th century and no longer takes center stage. Whether in the form of narratives by immigrants, refugees, of exiles, of journalistic essays or testimonies from participants in mass tourism, of motifs embedded in the fiction of high culture, or of sober accounts by professional explorers, today's books on travel to and from Scandinavia offer instead a wealth of insights in the complexity of a culture that is generally perceived as remarkably homogenous. Readings in English.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

Grade: 30% final exam, 60% written reports/papers, 10% class participation

Exam format: essay take-home exam

Scan 3993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Scan 5502 The Icelandic Saga

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

Instructor: Grimstad, Kaaren E

Description: How would you like to spend your fall with shape-shifters, dragons and dragon-slayers, witches and wizards, man-eating ghouls and giants? These are some of the characters from traditional Icelandic folklore and legend that you will meet in the 13th-century Icelandic sagas. The course surveys the historical-fictional prose chronicles, known as sagas, written in 13th-century Iceland, tales of the great heroes and families of late Viking-Age Iceland. We will read a selection of these sagas and attempt to understand both how they are structured and what they tell us about medieval Icelandic society. Students will read some critical studies of sagas and participate in group discussions. Target audience includes undergraduates and non-majors, as well as graduates and majors.

Class time: 50% lecture, 50% Discussion

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

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

Scan 5613 Contemporary Scandinavian Literature

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

Instructor: Houe, Poul

Description: This course explores Scandinavian fiction, drama, lyrical poetry, and essayistic criticism since WWII. Emphasis will be on one major novel--typically a fictional journey of life--from each of the five Scandinavian countries, and on selected shorter texts by Scandinavian critics, poets, and playwrights.

Thematically, the continued dominance of modernism will be seen as challenged by various strands of realism and by various reconfigurations of modernism itself, such as postmodernist modes, new strategies and roles for the reader, and new notions of the author's verbal and imaginative craft. Around 2000 a simultaneity of literary positions, discourses and voices seems to have supplanted the more univocal scenarios of previous decades, and the literary scene to have increasingly become a field of artistic transformations. This overall picture will be further nuanced by references to the relevant historical and socio-cultural circumstances of each Scandinavian country and by mappings of pertinent literary influences from abroad. A balanced view of Scandinavian distinctions and international interdependency will thus be attempted. In like manner, the course, which is intended for graduate students and advanced undergraduates, will seek to balance lecture surveys with in-depth discussions of individual texts, authors, and their national and transnational characteristics.

Class time: 40% lecture, 50% Discussion

Work load: 125-150 pages of reading per week, 17 pages of writing per semester, 1 exams, 2 papers

Grade: 30% final exam, 40% written reports/papers, 20% class participation, 10% 1 oral presentation/special project

Exam format: take home essay exam

Scan 5701 Old Norse Language and Literature

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

Instructor: Grimstad, Kaaren E

Description: This course is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. Translation techniques include both close reading of texts with parsing and rapid reading for content only. The target audience is broad: upper level undergraduates and graduates, both majors and non-majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.

Class time: 100% translation of texts

Work load: 30-50 lines of translation of texts per week

Grade: 100% quizzes

Exam format: passage to be translated with questions on grammar

Scan 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Social Work

105 Peters Hall: 612/625-1220

SW 3702 Child Maltreatment and Family Violence: Intervention and Prevention

(Sec 001); 3 cr; prereq 3701; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: This interdisciplinary liberal arts course is a comprehensive study of child maltreatment and family violence today. It is intended to offer the undergraduate student a wide breadth of understanding regarding the prevalence, scope, dynamics and contemporary response and preventive strategies for individual, familial and community analysis. The course is structured to examine child abuse within an ecological perspective and a risk/resilience framework and focuses on developing strategies likely to support healthy children, families, and communities. Child Abuse and Neglect: Intervention and Prevention should be considered a beginning study for students interested in working with children, their families, and the policies that impact them. Course materials include a required textbook and reading packet. This course will also include online readings. Students learn from interactive course lectures, small group discussions, community guest speakers, and informal class presentations. Course content is particularly relevant to students in the fields of sociology, education, child psychology, early childhood education, public health, public policy, and other related areas. This course also serves as a requirement within the undergraduate Family Violence Prevention Minor. It is recommended, but not required, that students in the Minor first complete SW 3706 Family Violence and Prevention: Exploring the Issues.

Class time: 60% lecture, 20% Discussion, 20% informal presentations, video tapes, individual learning exercises

Work load: 35 pages of reading per week, 15 pages of writing per semester, 1 exams, 4 papers

Grade: 30% final exam, 55% written reports/papers, 15% class participation

Exam format: Varied

Course URL: <http://www.mincava.umn.edu/educ.asp>

Sociology

909 Social Sciences Tower: 612/624-4300

Soc 1001 Introduction to Sociology

(Sec 030); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC 1012W, SOC 1012W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Liebler, Carolyn

Description: This course introduces to the student pivotal questions that underpin classical and contemporary sociological perspectives. Issues on how society is possible and how social order is maintained are core to an understanding of ourselves as both agents and objects that shape and are shaped by our membership in society. We will examine this close relationship between the individual, society, and social structures to better appreciate the dynamics of social and power relations in our everyday living. The course explores diverse sociological theories purporting to explain current and past socio-political and economic structures. It also centralizes the importance of change and the forces that drive or/and hinder change.

Class time: 40% lecture, 30% Discussion, 20% percent videos, 10% written reports

Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 3 exams

Grade: 35% mid-semester exam(s), 35% final exam, 10% class participation, 20% reaction papers

Exam format: Multiple choice questions, short answer, and definitions of terms

Soc 1001 Introduction to Sociology

(Sec 001, 015); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC 1012W, SOC 1012W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: STAFF

Description: This course introduces to the student pivotal questions that underpin classical and contemporary sociological perspectives. Issues on how society is possible and how social order is maintained are core to an understanding of ourselves as both agents and objects that shape and are shaped by our membership in society. We will examine this close relationship between the individual, society, and social structures to better appreciate the dynamics of social and power relations in our everyday living. The course explores diverse sociological theories purporting to explain current and past socio-political and economic structures. It also centralizes the importance of change and the forces that drive or/and hinder change.

Class time: 40% lecture, 30% Discussion, 20% percent videos, 10% written reports

Work load: 40-50 pages of reading per week, 10 pages of writing per semester, 2 exams

Grade: 35% mid-semester exam(s), 35% final exam, 20% reaction papers

Exam format: Multiple choice questions, short answer, and definitions of terms

Soc 1905 Freshman Seminar

(Sec 001); 3 cr; A-F only; prereq Freshman or less than 30 credits; meets DELM req of classroom

Instructor: Boyle, Elizabeth Heger

Description: How do race and religion bring people together, and how do they set people apart? What role do these characteristics play in the reception individuals receive when they migrate from one country to another? How are societies changed, culturally and economically, by new migrant communities? In this course, we will begin with a brief history of global migrations, categories of migrants, and how migration has

changed in the United States. We will then focus on these questions. Throughout the course, we will draw frequently on current events to illustrate or contest established understandings of migration. Students will be involved in service learning opportunities with local immigrant communities. This course is targeted to Freshmen.

Class time: 40% lecture, 50% Discussion, 10% guest speakers; video or audio

Work load: 60-75 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 hours of service learning per week + biweekly journal entries

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

Exam format: essay

Soc 3090 Topics in Sociology: Sociology of Music

(Sec 001); 3 cr; max crs 6; prereq [1001, [soph or above]] or instr consent ; soc majors must register A-F; cr will not be granted if cr has been received for same topics title; meets DELM req of classroom

Instructor: Pappas, Christopher James

Description: This course examines music through major sociological theoretical and methodological perspectives. Topics include: subcultures and music scenes, politics/social movements and music, the production and creation of music from micro and macro perspectives, audience reception and reactions, musical taste, race/class/gender/sexuality, and many others. A variety of musical genres will be discussed, in American and global context. This course should appeal to those with a strong interest in music in its many social aspects, as well as those with a strong interest in cultural sociology. For more information, contact the instructor. .

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

Work load: 20-120 pages of reading per week

Course URL: <http://www.soc.umn.edu/~pappas/music>

Soc 3101 Introduction to the American Criminal Justice System

(Sec 002); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Page, Joshua A

Description: This course includes the components, dynamics, and philosophical underpinnings of criminal justice and agencies (law enforcement, courts, corrections). It sets forth a basic level of information necessary to understand issues in the field of criminal justice. This includes, for example, factual information on trends in criminal punishment, on crime control strategies, and on important Supreme Court decisions as they relate to criminal law. The course further demonstrates how central ideas of the field of knowledge have changed over time. Finally, the subject matter of this course gains insight from the field of criminal justice institutions and shows how these insights can inform debates in other more general areas of study, for example, the history of punishment, the sociology of organizations, the study of race relations or to cognitive psychology (perception of guilt by judges and impact on sentencing decisions).

Soc 3101 Introduction to the American Criminal Justice System

(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: Overview and analysis of the United States criminal justice system. The course stresses three themes: 1. the balance between the government's power to control crime and the rights of individuals; 2. the appropriate decision making criteria (seriousness of offense, criminal history of offenders, and strength of evidence) and the illegal criteria (race, ethnicity) that

can infect decision-making in the major crime control agencies (police, courts, and corrections); 3. the evaluation of criminal justice policies and practices (Do they work? Are they legal? Are they fair? Are they smart?). The course describes, analyzes, and provides information and arguments to stimulate you to think critical about crime control in a constitutional democracy. Topics include crime, trends in crime, criminals and their families; victims and their families; crime control in a constitutional democracy; criminal law; police, police roles and culture, police strategies, and police and the Constitution; charging suspects; prosecuting, defending, and sentencing defendants; probation and incarceration; and prisoner reentry into society ("Eventually, they all come home.") No prior knowledge of the criminal justice system is required.

Class time: 60% lecture, 20% Discussion, 20% documentary videos of police, courts, corrections, and terrorism

Work load: 25 pages of reading per week, 10 pages of writing per semester, 4 exams

Grade: 10% class participation, 90% See "workload 5 exams" and "exam format" for explanation of 90%

Exam format: multiple choice

Course URL: <http://blog.lib.umn.edu/jbs/soc3101/>

Soc 3211W American Race Relations

(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Logan, Enid Lynette

Description: This class is designed to provide students with an understanding of the contours of race in the post-civil rights era United States. Using films, readings, discussion, and lecture, we examine the myriad ways that racial logics, ideas and practices structure American society and influence the life experiences and outcomes of all its members. In the first section of the class, we explore major theoretical concepts in the race relations literature and provide an overview of the historical roots of race and racism in the U.S. The majority of the class will be devoted to an examination of the dynamics of race in different cultural and institutional contexts. We will draw from the following topic areas-- a) Identity b) Immigration C) Education D) Popular Culture. We will specifically focus upon the experiences of African Americans, whites, Latinos, Asian Americans, and Native Americans in today's society. In the last section of the class, we will discuss the future of race relations in the U.S., and evaluate strategies to overcome racial inequality.

Class time: 40% lecture, 30% Discussion, 30% viewing documentary films

Work load: 25 pages of reading per week, 50 pages of writing per semester, 3 papers, 2 page weekly informal writing assignments

Grade: 15% mid-semester exam(s), 50% written reports/papers, 15% in-class presentations, 20% class participation

Exam format: 1 late-term exam, multiple choice and essay

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

(Sec 001, 002); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to provide students with an understanding of inequality. Over the course of the semester, we will examine race, class, gender, sexuality, and disability as agents of stratification. Our sociological approach will lead us to consider the history and social construction of these concepts, as well as the way they are shaped by social institutions (such as education, family, and formal and informal policies) and individual interactions. We will focus on how inequalities are created and reproduced as well as how they are experienced - thus, class discussions and participation will be an important aspect of the course. The course will cover many "isms" (such as

racism and sexism) as well as issues such as affirmative action and equal protection, whiteness, gender and racial differences in education and crime, and debates regarding language. Students will understand how race, class, and gender shape their own and others' lives, social positions, and life chances.

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

Work load: 30-40 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers

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

Exam format: multiple choice, short answer, essay

Soc 3411W Organizations and Society

(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Knoke, David H

Description: This course introduces undergraduates to contemporary theories and debates about formal organizations in an international context, including such forms as large corporations, small businesses, public bureaucracies, nonprofit, voluntary associations, social movement organizations, terrorist networks and counterterror organizations. Our primary objectives are: (1) To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes. (2) To identify significant differences and consequences of the social institutions - customs, norms, associations, laws, governments - that manage and regulate organizational behaviors from the workplace to multinational corporations. (3) To examine organizational networks of economic, technological, cultural, and political relations that interconnect the world's societies and nation-states. Classes consist of lectures, role-playing activities, occasional film clips, and small and large group discussions of the issues raised by the reading assignments. This course is certified for International Perspectives theme. It is a writing intensive course, with options for a community service learning project or a major project paper.

Class time: 50% lecture, 50% Discussion

Work load: 30-40 pages of reading per week, 20-30 pages of writing per semester, 1 papers, Several shorter writing exercises; one longer writing; one course paper

Grade: 100% written reports/papers

Exam format: <http://www.soc.umn.edu/~knoke/>

Soc 3421W Sociology of Work

(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Eliason, Scott R

Description: This course introduces undergraduates to sociological theories and debates about labor and work, including views of the historical transformation of labor and work. We begin from an international comparative perspective, with an examination of labor's transformation during the early industrial revolution in Britain, France, and the United States. This is a fascinating period in history, with lessons still applicable to today's setting, and one involving radical political and economic transformations greatly affecting labor and the nature of work. From there, we branch out into the many areas defining the sociology of work. These include 1. understanding the different social and organizational contexts within which work takes place, 2. the relationships between work and other social institutions (such as the family), 3. how work and labor markets structure socioeconomic inequalities, and 4. the persistence of gender and racial inequalities in the workplace. Classes will consist of a mix of lecture and discussion. The course is identified as writing intensive and, as such, the final grade will be based in part on a final written paper and in part on class participation. There will be no exams.

Class time: 50% lecture, 50% Discussion

Work load: 30-40 pages of reading per week, 20-30 pages of writing per semester, 1 papers

Grade: 70% written reports/papers, 30% class participation

Soc 3452 Education and Society

(Sec 001); 3 cr; prereq Soc majors must register A-F; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Wick, Shawn Michael

Description: Education and Society is designed to provide an overview of sociological theories and research about education in modern societies. In doing so, the course touches on a variety of topics including: the origins of schooling and education systems; the effects of education on beliefs and values; the effects of school characteristics on student achievement and educational attainment; education and inequality; cross-national differences in educational systems; the link between education and national economic performance; the organizational characteristics of schooling; and prospects for school reform. Discussion of research in these areas helps to dispel myths about education and provide a sense of the powerful impact -- and also the limitations -- of schools in modern societies.

Class time: 65% lecture, 20% Discussion, 15% videos, small group work, in-class activities, guest speakers

Work load: 30-60 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 4 papers

Exam format: Mixed - multiple choice, short answer, essay

Work load: 40-60 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 3 papers

Exam format: Essay

Soc 3801W Sociological Research Methods

(Sec 009); 4 cr; prereq [1001 or 1011V] or instr consent , soc majors must register A-F; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Schurman, Rachel

Description: This course provides a broad overview of the various research methods employed in sociology. It will help you 1) better understand sociological research, 2) critically evaluate sociological studies and the presentation of research in the media, 3) gain confidence in planning and conducting your own research for course work or in your roles as employee or engaged citizen. The course will also hone your analytic skills by teaching you how to specify research questions, judge what counts as convincing evidence, and appreciate the challenges associated with various research strategies. Although the course is not designed exclusively as a "how to" course, it is heavily oriented toward giving you practical experience working with different kinds of research methods. We will engage in a wide variety of activities - lectures, small group activities, small projects to try different kinds of research, writing and revising a research report, and tests - as we pursue these goals. This is a writing intensive course.

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

Work load: 60-90 pages of reading per week, 30 pages of writing per semester, (writing includes several short papers)

Exam format: Multiple choice, short answer, essay

Soc 3701 Social Theory

(Sec 001); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom

Instructor: Gowan, Teresa

Description: Theories are ways of cognitively mapping the bewildering messiness of our world. In this class you will work closely with texts by a handful of the great social theorists, and practice reading and evaluating the assumptions underlying "common sense" statements about how societies work. Reading extracts from Marx, Durkheim, Weber, Gramsci, Fanon, Patricia Williams, Dorothy Smith, McKinnon & Foucault we will concentrate on readings around notions of power: economic, racist, colonial, patriarchal, bureaucratic, and discursive. I believe that theoretical competence comes when you learn to enjoy intellectual creativity and risk-taking, and so we will spend considerable class time using role-playing and debates to loosen up those Minnesota inhibitions! Reading will not be extensive in terms of number of pages, but I will expect you to engage seriously with texts that can sometimes be both dense and abstract. Most of the required reading reports and other assignments will be self published by students on the class blog, which will enrich the depth and scope of class debate.

Class time: 40% lecture, 60% Discussion

Work load: 15-30 pages of reading per week, 25-30 pages of writing per semester, 1 exam, occasional quizzes, and one final term paper on a theoretical work of your choice.

Grade: 0% 40% exams, quizzes and final paper. 40% Official Blog Entries. 20% class citizenship, blog citizenship, & attendance.

Exam format: Essay

Soc 3811 Basic Social Statistics

(Sec 001); 4 cr; prereq GC 0731 or intermediate algebra or instr consent ; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: Bian, Yanjie

Description: This course will introduce sociology majors to basic statistical measures and procedures that are used to describe and analyze quantitative data in sociological research. The topics include (1) displays of frequency and percentage distributions, (2) measures of central tendency and dispersion, (3) measures of association and correlation, (4) bivariate regression, and (5) basics about probability and statistical inference. Lectures on these topics will be given in class meetings, and lab exercises are designed to help students learn statistical skills needed to analyze quantitative data provided in the class. In addition to attendance to lectures and labs, students are expected to read 15-20 pages of the text per week. There will be a midterm exam and a final exam. Students will need a calculator for assignments and exams.

Class time: 65% lecture, 35% Laboratory

Work load: 15-20 pages of reading per week, 2 exams

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

Exam format: multiple choice, computational problems

Soc 3701 Social Theory

(Sec 003); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom

Instructor: Longhofer, Wesley A

Description: This course serves up an introduction to classical and contemporary social theories. Social theory offers a unique framework for understanding the muddled social worlds in which we live. Theory also informs our sociological research questions and the strategies we use to explore them. In this class we will focus on the major themes found in sociological theory and the social, political, economic, and historical contexts in which they developed. The class will begin with the classical works of Max Weber, Emile Durkheim, and Karl Marx, before moving into more contemporary schools of thought, such as postmodernism, feminist theory, and postcolonialism. The goal of the class is to develop a critical understanding of basic social theory and use this knowledge to better grapple with our own social curiosities. Class sessions will include lecture, group discussions, and a mix of film and music.

Class time: 75% lecture, 25% Discussion

Soc 4090 Topics in Sociology: Sociology of Sport

(Sec 001); 3 cr; max crs 6; prereq [1001, [soph or above]] or instr consent ; soc majors must register A-F; cr will not be granted if cr has been received for same topics title; meets DELM req of classroom

Instructor: Hartmann, Douglas

Description: Few activities in the modern world are as powerful and paradoxical as sport. On the one hand, sport is a multi-billion dollar industry with the capacity to move people passionately all over the world. On the other hand, many critics see sport as unjust, corrupt, or simply irrational. This experimental new course is intended to stimulate serious and sustained thinking about the realities (and problems) of modern sport. As with standard research in the field, this course will examine how sport is socially organized in the U.S. and around the world. Readings will be on topics ranging from excellence in swimming, the dynamics of race and gender, and the benefits of participatory athletics to the nature of spectatorship and media coverage of

elite entertainment sport. Works from classic social theorists such as Clifford Geertz (on cockfighting in Bali) and Norbert Elias (on 19th century English fox hunting) will also be used. In addition, the course will also attend to sport's broader uses and socio-political significance. Olympic sport in China (the host of the next summer Games) will also be explored. The course is intended for a wide range of undergraduates, though some familiarity with basic social scientific thinking and techniques will be helpful. It will begin with H.G. Bissinger's widely-acclaimed Friday Night Lights, a model journalistic account of the myriad ways in which high school football and community life intersect in Midland Texas.

Class time: 50% lecture, 30% Discussion, 20% small group activities

Work load: 50-75 pages of reading per week, 10 pages of writing per semester, 2 exams

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

Exam format: multiple choice, short answer, short essay

Soc 4101W Sociology of Law

(Sec 001); 3 cr; A-F only; prereq 1001 or 3101 or 3102 or 3111 or instr consent; 3701 recommended; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Stryker, Robin S

Description: Whether we are aware of it or not, law touches almost every aspect of our lives. This course examines how law matters to people's lives, especially in the United States. It uses materials from recent court cases about such important and controversial issues as the death penalty, same-sex marriage and affirmative action, and materials showing how people encounter and understand law in their every-day lives. Major questions to be addressed include: What is law? Do courts make law? How does adjudicative law change? How does the formal legal system in the US work? How is social science expertise used in the legal system? Why do people obey the law? Can people use law to change the law? How does social change promote legal change? Can legal change promote social change? Specific topics to be explored include law and race, class and gender inequalities; law, norms and culture; law and social movements; and law and social change. Emphasis is given especially to civil law and the civil justice system but some readings, lecture material and assignment options do focus on the criminal justice system. Some comparative materials are incorporated in lectures, to place American law in a cross-national and global context. Two books will be used, Chesler, Sanders and Kalmus, Social Science in Court: Mobilizing Experts in the School Desegregation Cases; and Ewick and Silbey, The Common Place of Law: Stories from Everyday Life.

Class time: 70% lecture, 30% Discussion

Work load: 40 pages of reading per week, ~17 pages of writing per semester, This course will satisfy the CLA writing intensive requirement.

Grade: 0% About 1/3 of your grade will be based on 2 in-class exams, the other 2/3 will be based on your writing assignments.

Exam format: combination of multiple choice & short answer/essay

Soc 4114 Social Control of Women Offenders

(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom

Instructor: Kruttschnitt, Candace Marie

Description: This course will deal primarily with the extent, causes, and formal methods of controlling female offenders. Because offending by women is interrelated with victimization, we will also address, albeit secondarily, the victimization of females.

Work load: 4 exams, graduate students taking this course will also write a term paper

Soc 4142 Juvenile Justice and Law

(Sec 001); 3 cr; prereq [3101 or 3102 or 3111 or instr consent], [jr or sr or grad student]; grad students may

register S/N; meets DELM req of classroom

Instructor: Malmquist, Carl P

Description: An overall focus on issues involving juveniles in our society and how various issues are dealt with in the system of juvenile justice. Topics include: allocation of power among juveniles, families, and the state; problems that arise for juveniles with the school setting and within families; abuse and child neglect; children's rights; and the juvenile court and its origins up to more current problems. Various types of cases and problems that arise in the juvenile justice system will be considered.

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

Work load: 40-50 pages of reading per week, 3 exams, graduate/law students will be required to write a paper

Grade: 95% exams, 5% class participation

Exam format: multiple choice

Soc 4161 Criminal Law in American Society

(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom

Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Description: What's criminal law and what's it good for? Should we punish people only for what they do or for what they might do or even sometimes for who they are? What are the justifications and excuses for committing crimes? Topics: Bill of Rights and criminal law; elements of crime prosecution has to prove beyond a reasonable doubt; accomplices; criminal attempts; defenses of justification (self-defense, defense of home) and defenses of excuse (insanity, age, syndromes); criminal homicide; criminal sexual conduct; terrorist crimes. Read and discuss actual cases edited for non lawyers. Intensive class discussion. For upper division undergraduates, all majors.

Class time: 15% lecture, 85% Discussion

Work load: 35 pages of reading per week

Grade: 10% class participation, 90% weekly exams

Exam format: 70% definition, explanation of concepts (no notes or books allowed); 10%, case analysis (take home); 20%, essay based on discussion (closed book, open notes)

Course URL: weekly exams

Soc 4170 Sociology of International Law

(Sec 001); 3 cr; A-F only; prereq 1001 or 3101 or 3102 or 3111 or instr consent ; meets CLE req of International Perspective Theme; meets DELM req of classroom

Instructor: Boyle, Elizabeth Heger

Description: This course takes a broad sociological look at both international law and global culture. Students will consider particular international laws, such as the Geneva Convention and the Universal Declaration of Human Rights, and also look at international legal institutions, such as Interpol, the International Criminal Court, and the International Court of Justice. Students will explore the effect of international law on civil and political rights, economic rights, rules of war, child labor, female genital cutting, and immigration. Finally, students will engage critical questions such as the likely implications of "opting out" of international law and the circumstances under which international law is likely to lead to real changes. The course grade is based on two take-home exams, one paper, and a short documentary project.

Class time: 40% lecture, 40% Discussion, 20% video/audio presentations

Work load: 60-75 pages of reading per week, 16 pages of writing per semester, 2 exams, 1 papers, 10-15 minute documentary

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

Exam format: take-home exam

Soc 4190 Topics in Sociology With Law/Criminology/Deviance

Emphasis: Cases that Shaped and Shocked the Nation (Sec 001); 3 cr; max crs 6; prereq 1001 or instr consent , Soc Majors must register A-F; soc majors must register A-F; cr

will not be granted if cr has been received for same topics title; meets DELM req of classroom

Instructor: Stein, Robert A

Description: Students will discuss 20 United States Supreme Court cases that have shaped our nation over its 220 year history, as well as 5 highly publicized cases that captured the attention of the entire nation from time to time in our history. The "Shaping" cases that will be discussed are: 1. Marbury v. Madison (1803) 2. Gibbons v. Ogden (1824) 3. Yick Wo v. Hopkins (1886) 4. Lochner v. People of State of New York (1905) 5. Youngstown Co. v. Sawyer (Steel Seizure) (1952) 6. Plessy v. Ferguson (1896) 7. Brown v Board of Education (1954) 8. Mapp v. Ohio (1961) 9. Baker v. Carr (1962) 10. Gideon v. Wainwright (1963) 11. New York Times v. Sullivan (1964) 12. Miranda v. Arizona (1966) 13. United States v. Nixon (1974); The Impeachment of Andrew Johnson (1868) 14. Furman v. Georgia (1972); 15. Gregg v. Georgia (1976) 16. Roe v. Wade (1973) 17. Regents of the University of California v. Bakke (1978) 18. Grutter v. Bollinger (2003) 19. Bush v. Gore (2000) 20. Kelo v. City of New London (2005) The "Shocking" cases covered in the course are: 1. Lizzy Borden Case (1892) 2. Sacco/Vanzetti Case (1921) 3. Scopes Case (1925) 4. Bruno Hauptman Case (1935) 5. O.J. Simpson Case (1995) Teaching Method: Students will discuss each of the cases by responding to a series of questions about the facts, issue, holding and reasoning for the result in each of the cases. Students will be encouraged to think critically about the court's decision in the cases and discuss the principles of law that are established by the cases.

Class time:

Work load: 2 exams, 1 papers

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

Soc 4311 Race, Class, and the Politics of Nature

(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom

Instructor: Goldman, Michael R

Description: The major project in Art is intended to be a "capstone" experience for the senior majoring in Art. It is a required course for graduation with a major in art. All BA students majoring in art will participate in a group exhibition in the Regis Center Public Spaces scheduled near the end of the graduating semester. The student can include work in any format, from previous or current courses or independent studies, that they consider representative of their best work. The minimum experience (1 credit) involves participation in a series of meetings with the DUS at pre-announced times. At these meetings, students develop professional skills (preparation of resume, artist's statement, exhibition protocols, etc). Students also attend a variety of departmental presentations, visiting artist lectures, exhibitions. A second option is for students who want to self-design a project (1-3 credits) with an individual, regular faculty member. Through the self-designed project, students are encouraged to clarify their own visual concepts. For the individually designed experience, students must complete the Major Project Proposal Contract available from the Art Advising Office, E223 Regis Center.

Class time: 60% lecture, 40% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 4 papers

Grade: 70% written reports/papers, 20% special projects, 10% class participation

Soc 4703 Contemporary American Culture

(Sec 001); 3 cr; prereq 1001 or instr consent ; meets DELM req of classroom

Instructor: Hull, Kathleen E

Description: Is American culture becoming too individualistic? Are the values of community, family and social connection in decline? How have newer technologies, such as television and computers, affected cultural life? Has the pace of American culture accelerated, and if so has the speed-up gone too far? Is our culture obsessed with fame and celebrity, causing us to perceive all of life through the lens of entertainment? What

happens when cultures come into conflict? Is globalization leading to a homogeneous "world culture"? These are the kinds of questions we will tackle in this course. The course is divided into three parts. Part 1: What exactly is "culture" and why is it important to sociology? We will consider how culture is defined in the social sciences and some of the leading approaches to studying culture in sociology. Part 2: We will examine in detail one model of how cultural change occurs. Through case studies of movements such as the Civil Rights Movement of the 1960s, we will assess patterns of power, political interaction, and conflict among various social groups, with special attention to how political and social values change over time. Part 3: We will review and critically assess several prominent theories about the causes and consequences of cultural change in the contemporary American context.

Class time: 30% lecture, 10% Closed Circuit TV, 40%

Discussion, 20% interactive learning (small-group work, etc.)

Work load: 60-80 pages of reading per week, 4-6 pages of writing per semester, 3 exams, 2 papers

Grade: 30% mid-semester exam(s), 35% final exam, 30% written reports/papers, 5% class participation

Exam format: multiple choice, short answer and essay

Soc 4966W Major-Project Seminar

(Sec 002); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Aminzade, Ron R !!CLA Distinguished Tchg Awd!!

Description: This section is a capstone version of the senior projects course that is designed to provide students with an opportunity to think about how the knowledge, skills, and insights of the sociology major can be used in lives and careers outside of the University. The course will begin by posing two questions (1) what is sociology? and (2) what is the role of sociological knowledge, research, and thought in contemporary American public life. It will proceed to consider different types of sociology and their various contributions. Instead of traditional research projects, students will be encouraged to conduct projects that are more engaged and applied in nature. Specifically, students will have the option of doing service learning (field papers or actual projects with participating organizations) or writing an extended reflective essay that utilizes the tools and theories learned across the major. In either case the final project will build on the values of critical thinking, effective communication, diversity, and social responsibility that are cultivated in sociology.

Class time: 33% lecture, 33% Discussion, 33% paper development and one on one meetings with instructors

Work load: 25-30 pages of reading per week, 25 pages of writing per semester, 1 papers, one final paper with preparatory drafts along the way

Grade: 60% written reports/papers, 20% class participation, 20% paper proposals, outlines and drafts

Soc 4966W Major-Project Seminar

(Sec 001); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Uggen, Christopher

Description: This course will provide resources, assistance, and encouragement to you as you complete your sociology major project paper. You will select your own topic and research question, though many in-class examples will be drawn from the sociological literature on crime, law, and deviance. We will discuss how to: (1) select a topic and specify a research question; (2) engage the existing literature; (3) identify an appropriate strategy of analysis; (4) conduct the analysis; and, (5) report the results in a research paper. Throughout, we will discuss the craft of writing for the social sciences. Class sessions are largely devoted to discussions of your problems and progress. Since students will be doing a lot of writing, relatively little reading is assigned. My objective is for you to produce an original senior research paper of the highest quality.

Class time: 33% lecture, 33% Discussion, 34% research consultations

Work load: 25 pages of reading per week, 50 pages of writing

per semester, 1 papers, 1 major paper, with periodic progress reports

Grade: 85% written reports/papers, 5% in-class presentations, 5% class participation, 5% problem solving

Exam format: <http://www.soc.umn.edu/~uggen/5966.htm>

Soc 4977V Senior Honors Proseminar I

(Sec 001); 3 cr; A-F only; prereq 3701, 3801, 3811, 9 additional upper div sociology cr, sr soc honors major, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: Mortimer, Jeylan T

Description: This two-semester course sequence will guide honors Sociology students in the preparation of their senior project research papers. The first semester will focus on the development of the research project, including selection of a topic, articulating a researchable question, writing a literature review, choosing methods and data, and addressing human subjects concerns. A paper, to be completed by the end of the Fall semester will include a title and abstract; literature review, data source (including human subjects issues), and methods sections; and a bibliography. There will be relatively little lecture. Instead, student presentations and class discussions will focus on the stages of development of the research plan. We will discuss the issues and challenges students encounter as their work progresses. (During the second semester, students will execute their projects and prepare their final papers, including research findings and conclusions.)

Class time: 20% lecture, 40% Discussion, 40% Students will present their work to the class.

Work load: VARIABLE pages of reading per week, 20-25 pages of writing per semester, 1 papers, Students will read sociological literature that addresses their topics (approx. 5-10 articles/week). Other readings provide guidelines about how to ask sociological questions, formulate a research plan, and collect and interpret data.

Grade: 40% written reports/papers, 20% in-class presentations, 10% class participation, 30% Assignments: topic & research questions, IRB form, preliminary reading list, literature review, methods, and abstract. The final paper will include all these sections.

Soc 5811 Intermediate Social Statistics

(Sec 001); 4 cr; prereq 3811 or equiv; meets DELM req of classroom

Instructor: STAFF

Description: This course introduces basic statistical concepts ranging from simple descriptive statistics through regression analysis. In addition, the course introduces relevant statistical computing software needed to do social research. The course is designated primarily for first-year graduate students in sociology, and thus emphasizes methods and examples relevant to sociology. Others may register if space is available.

Class time: 50% lecture, 50% Laboratory

Work load: 1 exams, 1 papers

Soil, Water, and Climate

439 Borlaug Hall: 612/625-1244

Soil 1125 The Soil Resource

(Sec 001); 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

Instructor: Cooper, Terence H

Description: This course is designed for undergraduates who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: 1) Soil classification; 2) Soil formation; 3) Physical properties; 4) Biological properties; and 5) Chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Individual exams, team exams, lecture dyads, lab

reports, land use project, and final exam are used to determine course grades. Lecture notes on the WWW.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week

Grade: 15% mid-semester exam(s), 15% final exam, 40% quizzes, 10% lab work, 20% land use project

Exam format: MC

Course URL:

<http://www.soils.umn.edu/academics/classes/soil2125/>

Soil 2125 Basic Soil Science

(Sec 001); Credit will not be granted if credit has been received for: SOIL 1125, SOIL 1125, SOIL 1125, SOIL 5125, SOIL 5125, SOIL 5125, SOIL 5125, AGUM 2251, AGUM 2251, AGUM 2251; 4 cr; A-F only; prereq Chem 1011 or Chem 1021 or equiv; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Cooper, Terence H

Description: This course is designed for undergraduates who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: 1) Soil classification; 2) Soil formation; 3) Physical properties; 4) Biological properties; and 5) Chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Web exams, team exams, lecture dyads, lab reports, land-use project and final exam are used to determine course grades. Lecture notes on the WWW

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week

Grade: 15% mid-semester exam(s), 15% final exam, 40% quizzes, 10% lab work, 20% land use project

Exam format: MC

Course URL:

<http://www.soils.umn.edu/academics/classes/soil2125/>

Soil 3521 Soil Judging

(Sec 001); 1 cr; max crs 3, 3 repeats allowed; A-F only; prereq 4511; meets DELM req of classroom

Instructor: Cooper, Terence H

Description: Students who participate in the regional or national soil judging contests are eligible to enroll in this course. Soil judging contests are in October and require 4 days of commitment. Students should have completed Soil 4511

Class time: 100% Field trip to contest

Grade: 100% final exam

Soil 4093 Directed Study

(Sec 001); 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.

Class time:

Soil 4094 Directed Research

(Sec 001); 1-7 cr; max crs 7, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.

Class time:

Soil 4511 Field Study of Soils

(Sec 001); 2 cr; A-F only; prereq 2125; meets DELM req of classroom

Instructor: Cooper, Terence H

Description: This is a field course that requires students to learn how to write soil profile descriptions. Students visit numerous roadcuts and determine the morphological characteristics of the soils observed. Final field exam determines the course grade. Field exam is open book. Class meetings end first week of

November. Week long trip to another state for further soil investigation is possible.

Class time: 100% Laboratory

Work load: 50 pages of reading per week

Grade: 100% final exam

Soil 5125 Soil Science for Teachers

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

Instructor: Cooper, Terence H

Description: This course is designed for teachers who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: soil classification, soil formation, physical properties, biological properties and chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Lecture notes on the WWW. Students have the opportunity to prepare lesson plans for their students.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week

Grade: 40% mid-semester exam(s), 10% final exam, 20% quizzes, 10% lab work, 20% land use project

instrumentation to monitor soil water and redox fluxes. Course material is not of an introductory nature and assumes prior knowledge of soil science (an introductory soils course) and the ability to integrate information from several disciplines in order to understand wetland processes. Scheduled in late afternoon to accommodate extension students. In addition to lectures, one hour-long recitation section is scheduled per week to concentrate on the terminology and methods used for soil profile descriptions, field instrumentation, and for in-depth discussion of lecture topics.

Class time: 50% lecture, 20% Discussion, 10% Laboratory, 20% Field trips/Field project

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 6 problem solving assignments

Grade: 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% special projects, 20% problem solving

Exam format: Short essay

Course URL:

<http://www.soils.agri.umn.edu/academics/classes/soil5555>

Soil 5232 Vadose Zone Hydrology

(Sec 001); 3 cr; prereq [Math 1271 or equiv], [Phys 1042 or equiv]; meets DELM req of classroom

Instructor: Gupta, Satish C

Description: This course is intended for undergraduates and graduate students in Soil, Water, & Climate, Water Resources, Institute of Technology, Environmental Sciences, and Natural Resources. The course covers soil physical properties and processes that govern the transport of mass and energy in soils. Major emphasis is on water and solute transport through the vadose zone and their impact on subsurface hydrology and water quality. Specific topics include energy state of soil water, soil water retention characteristics, saturated and unsaturated hydraulic conductivities, Poiseuille and Darcy laws, law of mass conservation, water flow through uniform and layered soils, water infiltration equations, mechanisms of contaminant transport, preferential flow, contaminant adsorption and decay, transport of volatile organic compound, soil thermal properties, steady and non-steady state heat flow, and convective and diffusive gas fluxes. The lectures are supplemented with hands on laboratory exercises on methods of measuring hydraulic, thermal, and gas properties of soils, and methods of characterizing water, contaminants, heat, and gas fluxes in soils. We also have one to two guest lectures from scientists working in the Environmental Consulting Companies and State Agencies.

Class time: 70% lecture, 30% Laboratory

Work load: 10 pages of reading per week, 20 pages of writing per semester, 3 exams

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

Exam format: multiple choice and identification

Soil 5555 Wetland Soils

(Sec 001); Credit will not be granted if credit has been received for: ES 5555, ES 5555, ES 5555, ES 5555, ES 5555, ESPM 5555; 3 cr; A-F only; prereq 1125 or 2125 or equiv or instr consent ; Concurrent registration is required (or allowed) in 4511 recommended; meets DELM req of classroom

Instructor: Bell, Jay !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!

Description: Course focuses on the morphology, chemistry, hydrology and formation of mineral and organic soils in a wet environment. Students will study: 1) the biogeochemical processes involved in the genesis of hydromorphic soils, 2) soil hydrology for a variety of landscape settings, 3) soil morphological indicators of wet conditions, and 4) how to interpret soil-landscapes. In addition to field trips to study soils in a field setting, students will delineate the hydric soils boundary for a wetland site near campus and develop a comprehensive report of their findings. Additional topics include peatlands, wetland benefits, preservation, regulation, mitigation, and

Spanish

34 Folwell Hall: 612/625-5858

Span 1001 Beginning Spanish

(Sec 001-004); 5 cr; prereq Less than 2 yrs of high school Spanish, dept consent , no college-level Spanish; meets DELM req of classroom

Instructor: STAFF

Description: This course is strictly for students who have less than two years of high school Spanish. Permission numbers are required in order to register for this course. Students should bring their high school transcripts and an ID card to Folwell Hall 34 to obtain a number. Spanish 1001 focuses on the development of communication skills in listening, speaking, reading, and writing. One day a week students will watch "Destinos", an educational television program in Spanish. The text, "?Sabias que...?" 3rd ed., is accompanied by a workbook and audio tapes or CDs that are designed to be studied outside class. In this text students will cover material from the "Leccion Preliminar" through and including "Leccion 8". Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Spanish is spoken almost exclusively in class. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 1% Laboratory, 60% Group work, reading and related activities

Work load: 10/20 pages of reading per week, 6 pages of writing per semester, 3 exams, 6 quizzes, 2 compositions, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

Grade: 20% final exam, 15% quizzes, 10% class participation, 55% 10% listening and workbook exercises, 15% oral interview type evaluations, 10% written compositions and writing activities, 20% unit exams

Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays; Two oral interviews.

Span 1003 Intermediate Spanish

(Sec 001-030); 5 cr; prereq [1002 or 1022] or EPT placement; meets DELM req of classroom

Instructor: STAFF

Description: This course is for those who have completed Spanish 1022 or 1002 with C- or better, or who have taken two or more years of Spanish in high school and have successfully passed the Entrance Proficiency Test (EPT) for this level. In this course, students build on the communicative speaking, writing,

listening and reading skills that were acquired in beginning Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered in "Conexiones" or in class. Because Spanish class is about the only place where a student can practice listening and speaking, class attendance is critical.

Class time: 40% Discussion, 60% communicative activities with language

Work load: 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, Daily participation in Spanish. Workbook and lab manual for 6 chapters. Oral group presentation. Oral interview.

Grade: 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 5% lab work, 10% Oral interview

Exam format: Diverse - essay - fill in blank - short answer

series, 4th ed: "Lengua" and Saldo a favor texts are used. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA or BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course unless they have already passed the GPT in this or another language.

Class time: 10% lecture, 90% 60% discussion, 30% listening, writing, testing for comprehension and vocabulary, and peer editing, and 10% lecture.

Work load: 25 pages of reading per week, 7 TO 8 pages of writing per semester, 5 exams, 3 compositions, 1 oral presentation

Grade: 40% mid-semester exam(s), 15% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 10% 10% homework

Exam format: Listening, vocabulary, reading, short essay, grammar

Span 1004 Intermediate Spanish

(Sec 001-026); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 5 cr; prereq 1003 or EPT placement; meets DELM req of classroom

Instructor: STAFF

Description: This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA of BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

Class time: 10% lecture

Work load: 25/30 pages of reading per week, 10/15 pages of writing per semester, 3 exams, 1 composition; 2 mesa redonda

Grade: 50% quizzes, 10% class participation, 5% lab work, 0% 15% written composition; 10% round-table discussion; 10% debate

Exam format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

Span 1014 Business Spanish

(Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 4 cr; prereq 1003 or [dept consent, instr consent]; meets DELM req of classroom

Instructor: STAFF

Description: This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish, but with a focus on business vocabulary, report writing skills, proper format for business communications and conversational fluency on trade-related topics. The "Pasajes"

Span 1022 Alternate Second-Semester Spanish

(Sec 001-026); 5 cr; prereq Placement above 1001; meets DELM req of classroom

Instructor: STAFF

Description: This course is for the student who has studied two or more years of Spanish. The course provides a quick review of very beginning Spanish and at the end of this course students should be ready for Spanish 1003. Upon entering this course, the student should know basic vocabulary and be familiar with present and past tense forms. Spanish is spoken almost exclusively in class. Spanish 1022 focuses on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text, "?Sabias que..?" 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 10% Laboratory, 60% group work, reading and related activities

Work load: 15/25 pages of reading per week, 10/15 pages of writing per semester, 5 exams, 3 compositions; approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

Grade: 20% final exam, 10% class participation, 10% lab work, 60% 25% unit exams, 15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises

Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1044 Intermediate Medical Spanish

(Sec 001, 002); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1014, SPAN 1014; 5 cr; prereq 1003 or equiv; meets DELM req of classroom

Instructor: Lopez, Maria Emilce !!Outstanding Service Award!!

Description: Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so.

Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. * Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation. Application of Learning Technologies: each week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicano/Latino population.

Class time: 10% lecture, 60% Discussion, 30% language lab, listening, writing testing for comprehension and vocabulary and peer editing

Work load: 10-15 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers, 2 reports for round table discussion, 1 presentation

Grade: 15% written reports/papers, 50% quizzes, 10% in-class presentations, 15% class participation, 10% round table discussion

Exam format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; encourage use of natural language by using short answers, short /long reports

Course URL: <http://www.idl.umn.edu/Span0144/home.html>

Span 3015 Spanish Composition and Communication (Sec 001-011); 4 cr; prereq [1004 or 1014 or 1044], LPE high pass; meets DELM req of classroom

Instructor: STAFF

Description: Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation

Grade: 15% class participation, 0% 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper

Exam format: Essays and short answers written in Spanish, together with grammar sections.

Span 3021 Advanced Communication Skills (Sec 001-004); 4 cr; prereq 3015; credit will not be granted if credit received for: Tldo 3021; meets DELM req of classroom

Instructor: STAFF

Description: Spanish 3021 is the second of the upper division sequence for majors or minors. Students who received an A or B in Spanish 3015 under the semester system and feel linguistically prepared, have the option to advance to the 31xx series in lieu of 3021; however, they may substitute it later for an elective course. While this class is designed to further develop and strengthen the language skills, it seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation

Grade: 20% mid-semester exam(s), 20% quizzes, 10% in-class presentations, 10% class participation, 0% 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper

Exam format: Essays and short answers written in Spanish, together with grammar sections.

Span 3104W Introduction to the Study of Hispanic Literatures (Sec 001-004); Credit will not be granted if credit has been received for: TLDO 3104, TLDO 3104, TLDO 3104, TLDO 3104; 3 cr; A-F only; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Span 3104 is an introduction to Hispanic literature. It covers the written production in Spanish (both from Spain and Latin America) till the present time. We'll be reading a selection of text with include narrative, poetry and theater.

Span 3105W Introduction to the Study of Hispanic Cultures (Sec 001-005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: La clase presenta un enfoque parcial del amplio panorama de la cultura y civilizaci3n hispanicas en Espana Latinoamerica y en los Estados Unidos. Vasto, pero limitado en su alcance, el curso se organiza cuidadosamente alrededor de un mosaico de segmentos interrelacionados que intentan explicar la compleja idiosincracia hispana. Motivo de discusi3n seran ciertos rasgos que tienden a formularse en las sociedades latinas: la religion y el fetichismo, la re-escritura de la historia, el discurso politico, el racismo y los grupos etnicos, la civilizaci3n y la barbarie, la revoluci3n y las nascentes democracias, la literatura, la musica, el teatro y el carnaval etc. El proposito original del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenomeno peculiar y distinto. En razon a ello, las clases tendran dos componentes basicos. Por un lado, el profesor presentara al inicio de cada seccion y en algunas clases los conceptos y los temas que seran enfatizados en el analisis de textos especificos recurriendo a los fuentes de informaci3n disponibles, e.g., bibliotecas, bibliografias, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudien los topicos formales e historicos que aparecen en los textos asignados; 3) observen sistematicamente los videos presentados en clase; 4) formen grupos de discusi3n funcionales tanto dentro como fuera de clase.

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

Exam format: take-home

Span 3107W Introduction to the Study of Hispanic Linguistics (Sec 001-005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is an introduction to Linguistics conceived as theoretical discipline, with special attention to Hispanic Linguistics. The course is divided into the following components: (1) The Spanish language from a communicative perspective, (2) synchronic linguistics, which encompasses: (2.1) phonetics, (2.2) phonology, (2.3) morphology, (2.4) syntax, (2.5) lexicon, (3) diachronic linguistics: history of the Spanish language, (4) discourse analysis, pragmatics, (5) language and social context, (6) language, culture and ideology. Through these components, students are introduced to the study of Hispanic Linguistics and its relationships with social, cultural and literary studies. Teaching methods include lectures, discussions, group activities, and problem solving exercises. As this course has been designated writing intensive written reports and papers will be assigned.

Class time: 70% lecture, 30% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 homework assignments

Grade: 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% in-class presentations, 10% problem solving, 10% group work

Exam format: fill in the blank, essay

Span 3212 Discourses of Modern and Contemporary Spain, 1800-Present (Sec 001); 3 cr; prereq 3104; meets DELM req of classroom
Instructor: STAFF

Description: Al margen de su calidad intrínseca probada, la poesía española posee una cohesión, una sujeción y engarzamiento tales que su continuidad, su tradicionalismo, es uno de los rasgos que mejor la singulariza en el quehacer lírico ecuménico. Lo decisivo aquí es que lo nuevo y lo prestado de afuera se combina y funde con lo tradicional para convertirse en una hechura genuinamente española. De esta forma se explica el por qué el Cancionero y el Romancero anónimos de los siglos XII-XVI aun pervivan en Juan Ramón Jiménez y Federico García Lorca, poetas de nuestro siglo. Ocurre algo idéntico, salvando las distancias de las épocas, cuando el siglo y medio de la "Edad de Oro" (desde Jorge Manrique a Francisco Quevedo) encuentra eco cercano en los poetas de las generaciones de los años ochentas y noventas: con su agudeza de ser, su métrica y su carácter nacional hispano. Tampoco habremos de olvidar que la Vieja España--aferrada a ese tradicionalismo castizo que ha venido retrasando, desde el XVIII, el racionalismo afrancesado neoclásico, el Romanticismo del XIX (Becquer y Espronceda), el Modernismo americano de fin de siglo, etc.--se ha batido en los últimos dos siglos para mantener viva aquella "idiosincrasia española" obsesionada con el aislamiento y el exilio.

Grade: 20% final exam, 15% in-class presentations, 15% class participation, 0% Ensayo # 1/# 2, 15% @; Examen I, 20%

Span 3401 Service Learning in the Chicano/Latino Community (Sec 001-003); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Ganley, Kathleen Marie !!Outstanding Service Award!!

Description: The focus of this 2 1/2 hour weekly seminar is on Latino immigration. Students analyze topics such as: the affects of the global economy on the emigration of Latin Americans, U.S./Mexican border issues, immigration law, racism, discrimination, language issues and contributions of Chicanos/Latinos in the U.S. Students will accomplish this

through reading academic materials, papers, simulations, videos, discussions with the classmates and with numerous guest speakers, both in class and during visits to organizations in the community. Students will continue to analyze the reality of these topics in the lives of Latino immigrants in the Twin Cities as they complete the required 42 hours of community service. Students are placed in a wide variety of sites such as pre-school to adult education, human or workers rights' centers, social service agencies or bilingual newspapers.

Class time: 85% Discussion, 15% Videos, role-plays, simulations.

Grade: 10% final exam, 30% written reports/papers, 20% special projects, 20% class participation, 20% community service

Exam format: no exams - 20% journals & homework, 10% final paper or project

Span 3404 Medical Spanish and Community Health Service (Sec 001); 3 cr; prereq 3015 with grade of at least B- or [1044, high pass on at least three sections of LPE]; meets DELM req of classroom; meets DELM req of Partially Internet-delivered

Instructor: Lopez, Maria Emilce !!Outstanding Service Award!!

Description: Medical Spanish and Community Health Service, an advanced language and culture course, is designed to train Spanish Studies majors/ minors to create materials for effective communication with and education of Spanish-speaking patients. In addition, Span 3404 has a service-learning component in which students apply academic knowledge to work done with community health care partners that serve the Chicano/Latino population. It should be noted, however, that students in Span 3404 will but not be involved in direct patient health care.

Class time: 40% Discussion, 60% student centered culture and special purpose language activities.

Work load: 15-20 pages of reading per week, 20-30 pages of writing per semester, bi-weekly library research for creation of 1 brochure; 20-30 pages of writing per semester; CD-ROM, Web-CT Vista assignments; 3 hours of weekly Service Learning work done with community coordinators.

Grade: 50% Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit vocabulary quizzes, 30% Service Learning

Course URL: <http://www.myu.umn.edu>

Span 3501 Roots of Modern Spain and Latin America (Sec 001); Credit will not be granted if credit has been received for: SPAN 3411, SPAN 3501H, SPAN 3501H, SPAN 3501H; 3 cr; prereq 3105W; meets DELM req of classroom
Instructor: Calvo, Maria Antonia

Description: This course offers an historical overview of the cultural, political and economic development of Spain and Latin America from its origins to the beginning of the 19th century. Topics to be discussed include Hispania under the Roman Empire, the coexistence of Jews, Christians and Muslims in Medieval Spain, Mexican and indigenous pre-Hispanic cultures, the arrival of Europeans to the New World, culture in the Golden Age and the crisis of the Spanish Empire. Architecture, historic documents, music, and the visual arts will be integrated to facilitate the students' knowledge of the cultural diversity that is found within the Hispanic world. The goal is to stimulate critical thinking by the students and provide them with an understanding of the specific identities of the various geographic regions as well as the common historical and cultural roots that allow us to speak of a Spanish civilization.

Class time: 50% lecture, 50% Discussion

Work load: 30-40 pages of reading per week, 1 exams, 5 papers, Four short 1-2 page papers and a longer (8-page) research paper.

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

Exam format: Essay and short answer

Span 3512 Modern Latin America

(Sec 001); 3 cr; A-F only; prereq 3105W; meets DELM req of classroom

Instructor: O'Connell, Joanna

Description: This class, conducted entirely in Spanish, will consider some of the relations between daily life and symbolic production in modern Latin America. We will begin by exploring the emergence of ways of naming and mapping the hemisphere: where/what is Latin America? What is the history of cultures and the movement of peoples (indigenous, European, African, and Asian) that have given rise to what we imagine as Latin America today? What do we mean by such names as America, Hispanic, Latino, etc? What is the relation between Latin American and Latino? Using film, art, music, literature, the web, and the resources of the Twin Cities community, we will go on to examine a series of topics in historical perspective, including: the politics of language, writing, and education; food production, cooking, and the organization of social relations; music, dance, and identity; religious practices; etc. Students should expect to be active learners in this class, and to learn the basic steps of at least one Latin dance.

Class time: 40% lecture, 40% Discussion, 20% Use of mult-media, in-class group activities

Work load: 5-50 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 1 papers, weekly class journal entries

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

Exam format: Essay

Span 3701 Structure of Spanish: Phonology and Phonetics (Sec 001); Credit will not be granted if credit has been received for: SPAN 3801, SPAN 3701H, SPAN 3701H; 3 cr; prereq 3107; meets DELM req of classroom

Instructor: Face, Timothy L

Description: This course aims to provide undergraduate students with an understanding of the basic concepts of phonetics and phonology and to teach them to apply these concepts to Spanish. The course will be both conceptual and practical. The practical component will involve the students using the concepts learned in class to improve their own pronunciation of Spanish. Students will acquire skills in recognizing, producing, transcribing and describing in linguistic terms the sounds of Spanish and in understanding and analyzing the Spanish sound system. The conceptual component will involve understanding the relationship between sounds in the Spanish phonological system and studying other factors (linguistic, social, etc.) that influence this system.

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

Work load: 15 pages of reading per week, 10 pages of writing per semester, project; periodic homework assignments

Exam format: mixed format

Span 3703 Origins and History of Spanish and Portuguese (Sec 001); 3 cr; prereq 3107 or instr consent ; meets DELM req of classroom

Instructor: Ocampo, Francisco Antonio

Description: This course constitutes an introduction to the origins and history of the Spanish language. The focus of the course is modern Spanish and its relationship with Latin. Phonetic, morphologic, syntactic, lexical, and sociolinguistic aspects will be included. Intermediate stages of evolution will not be considered. Teaching methods include: lectures, group activities, problem solving assignments, discussion. Previous knowledge of Latin is not necessary. Course objectives: Give basic theoretical tools to make students understand language change; Give background knowledge about the history of Spanish; Improve the students' own knowledge of the Spanish language; Inform about the linguistic rules that governed the series of changes from Latin to Spanish. Textbook: Resnick, Melvyn. Introduccion a la historia de la lengua espa?ola. Georgetown University Press, 1981.

Class time: 40% lecture, 20% Discussion, 40% Group work

Work load: 10 pages of reading per week, 2 exams, problem solving homeworks

Grade: 30% mid-semester exam(s), 30% final exam, 20% in-class presentations, 10% class participation, 10% problem solving

Exam format: Essay

Span 3920 Topics in Spanish-American Literature

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3320, SPAN 3920H, SPAN 3920H, SPAN 3920H; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq 3104; meets DELM req of classroom

Instructor: Ramos-Garcia, Luis A

Description: Se viene afirmando que, al ser el teatro un instrumento cultural y social de primera instancia, el dar luz verde a ciertos textos teatrales significa privilegiar y validar determinados modelos cultu-rales, desvalorizando efectivamente otros en el proceso. Tal discurso canonico no solo revalida sus propios codigos ideologicos, culturales y esteticos, sino que ademas tiende a descalificar los abundantes discursos marginales, alternativos y disonantes que supuestamente corren paralelos y distantes. En ese dilema, hegemonia canonica versus marginalidad / alternancia, subyace la con-cepcion estetica de una novisima generacion de teatristas e investigadores latinoamericanos que se define paulatinamente hacia el ultimo tercio del siglo pasado. La nuestra sera una aproximacion al desarrollo historico-social del teatro alternativo, respaldada por un balance critico de las corrientes postmodernistas que han ido modificando / aumentando la produccion de subgeneros teatrales experimentales tales como los teatros callejeros, populares, ritualistas, de genero, y / o marginales.

Class time: 30% lecture, 70% Discussion

Work load: 70 pages of reading per week, 15 pages of writing per semester, 3 exams

Grade: 10% in-class presentations, 10% class participation, 80% There are three take-home exams 25% (I), 25% (II), 30% (III)

Exam format: ESSAY

Span 3970 Directed Studies

(Sec 001); 1-4 cr; max crs 9, 3 repeats allowed; prereq instr consent , dept consent , college consent ; credit will not be granted if credit received for: Tldo 3303, Tldo 3315, Tldo 3503, Tldo 3970, Tldo 3217; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. Consult with the Undergraduate Advisor: Margaret Demmessie.

Span 3972V Honors: Graduation Seminar

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3972, SPAN 3972W, SPAN 3972W, SPAN 3972W, SPAN 3972W; 3 cr; A-F only; prereq 31 cr of 3xxx, honors, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

Instructor: O'Connell, Joanna

Description: In this class you will complete your senior project, a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version. There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final verions will be your responsibility. Please bring a written statement of your topic or question with some very preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation.

Please consult me or other faculty about your topic BEFORE the class begins.

Class time:

Work load: 25-30 pages of writing per semester, The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.

Grade: 60% written reports/papers, 40% class participation, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.

Exam format: no exam

Span 3972W Graduation Seminar

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3974, SPAN 3972V, SPAN 3972V, SPAN 3972V; 3 cr; A-F only; prereq 31 cr of 3xxx, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: O'Connell, Joanna

Description: You will write a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version.

There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final versions will be your responsibility. Please bring a written statement of your topic or question with some very preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation. Please consult me or other faculty about your topic BEFORE the class begins.

Class time:

Work load: 25-30 pages of writing per semester, The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.

Grade: 70% written reports/papers, 30% special projects, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.

Exam format: no exam

Span 5711 The Structure of Modern Spanish: Phonology (Sec 001); 3 cr; prereq 3701, two 3xxx or 5xxx linguistics courses in Spanish or instr consent; meets DELM req of classroom

Instructor: Face, Timothy L

Description: This course provides an intense introduction to some of the major topics in Spanish phonology and their treatments within the various models of generative phonology. A working knowledge of Spanish articulatory phonetics and a basic knowledge of phonological concepts is assumed. Throughout the course we will build on this previous knowledge and examine the ways in which modern phonological theory has been applied to topics in Spanish, the contribution that phonological theory has made to our understanding of Spanish, and the contribution that Spanish has made to phonological theory. While lecture will be used to introduce concepts, the majority of class time will be spent discussing the course readings.

Class time: 25% lecture, 75% Discussion

Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay, problem solving

Span 5970 Directed Readings

(Sec 001, 011); 1-4 cr; max crs 9, 9 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description:

Speech-Language-Hearing Sciences

SLHS 1301W The Physics and Biology of Spoken Language (Sec 001); 4 cr; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions.

Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

Class time: 60% lecture, 40% Discussion

Work load: 15 pages of reading per week, 30 pages of writing per semester, Papers are typically 3-5 pages each

Grade: 50% mid-semester exam(s), 25% final exam, 25% lab work

Exam format: multiple choice

SLHS 1302 Rate Your World: Quantifying Judgments of Human Behavior

(Sec 001-003); 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. Introductory mathematical principles will be applied to measuring behaviors such as: rating personality and attention, evaluating infant speech perception, studying opinion polls, measuring voice and sound, and quantifying speech recognition through cochlear implants. Material will be presented using a mixture of lecture and hands-on activities in class. Mid-term and final examinations will focus on lecture material. In-class activities will be analyzed and written into short reports.

Class time: 40% lecture, 30% Discussion, 30% Laboratory

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

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

SLHS 1401 Communication Differences and Disorders

(Sec 001); Credit will not be granted if credit has been received for: CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401, SLHS 3401, SLHS 3401, SLHS 3401; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of

Social Science Core; meets DELM req of classroom**Instructor:** STAFF

Description: Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life-at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

SLHS 3301 Introduction to Acoustics**(Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Zhang, Yang

Description: This course provides an introduction to the basic physical principles that govern properties of sound pressure waves as applied to speech, music, noise control and architectural design. Students who achieve the learning objectives will be able to demonstrate an understanding of quantitative aspects of sound generation, transmission, and distortion, solve elementary equations for digital acoustical processing and the study of speech and hearing, and apply their knowledge of spectral and temporal /analysis/ of sound to the study of speech and hearing, music, and room acoustics. Sound perception and its relevance to music will also be briefly discussed to direct students to a new and critical understanding of the phenomena. Class sessions will be devoted primarily to lecture, demonstration, discussion, and examinations. The teaching assistants will hold regularly scheduled office hours to help students with course materials, assignments and exams.

Class time: 60% lecture, 20% Discussion, 20% Exercises**Work load:** 20 pages of reading per week, 4 exams, 8 problem solving assignments**Grade:** 60% mid-semester exam(s), 20% final exam, 20% problem solving, 0% Homework**Exam format:** multiple choice**SLHS 3302 Anatomy and Physiology of the Speech and Hearing Mechanisms****(Sec 001); 3 cr; meets DELM req of classroom****Instructor:** STAFF

Description: The course focuses on the structures and functions of the speech production and auditory systems. The course material is addressed from a sub-systems approach, for example, including discussion of the respiratory, phonatory, articulatory, auditory, and vestibular systems. The primary teaching format is lecture-style presentations, although individual and small-group interactive exercises are incorporated into many classes. The goal of the course is to provide a strong basis from which to consider normal and disordered aspects of human communication. The target audience is undergraduate students, both CDis majors and non-majors.

Class time: 85% lecture, 15% Discussion**Work load:** 20-30 pages of reading per week, 3 exams, weekly software lessons and quizzes**Grade:** 42% final exam, 8% quizzes, 50% There are two other exams during the semester, each worth 25%.**Exam format:** multiple choice, matching, graph interpretation, short answer**SLHS 3303 Language Acquisition and Science****(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom****Instructor:** Reichle, Joe E

Description: This course provides a detailed description of the emergence of gestural and vocal communicative behavior. Particular attention is given to the emergence of the social uses and conversational interactions that emerge as individuals progress from infancy to early adolescence. Theories and current evidence based research addressing the comprehension and production of semantics, syntax and pragmatics are addressed. Language characteristics associated with language delays and disorders are also considered. The content of this course draws on relevant literature in psychology child development, and special education. At the completion of this course students should be able to: 1. Provide criteria to identify intentional communicative acts 2. Describe the emergence of basic communicative and conversational functions 3. Describe the development of vocal and gestural communicative means 4. Describe quantitative and qualitative aspects of vocabulary acquisition 5. Describe the development of morphology and syntax 6. Describe major theories that drive language acquisition research 7. Be familiar with patterns of language comprehension and production that are associated with language delay and certain language disorders.

Class time: 75% lecture, 25% Discussion**Work load:** 30 pages of reading per week, 3 exams**Grade:** 33% mid-semester exam(s), 33% final exam, 34% quizzes**Exam format:** multiple choice, short answer**SLHS 3304 Phonetics****(Sec 001); Credit will not be granted if credit has been received for: CDIS 5304, SLHS 5304; 3 cr; meets DELM req of classroom****Instructor:** Munson, Benjamin !!Arthur Motley Exemplary Tch Aw!!

Description: This course has two objectives. The first is to introduce students to the concept of variation in pronunciation within individuals, across individuals, and across languages. The second is to teach students how to phonetically transcribe the languages of the world. Course participants will gain knowledge and understanding of: a. How to phonetically transcribe speech. b. Phonetic diversity among dialects of English. c. Phonetic diversity among languages of the world. d. Theories of phonetics. e. Phonetic characteristics of individuals with speech, language, and hearing disorders. This course will be taught with a variety of multimedia tools, with an emphasis on student participation.

Class time: 60% lecture, 10% Discussion, 30% Laboratory**Work load:** 40 pages of reading per week, 1 exams, 13 short quizzes, 4 transcription exercises**Grade:** 36% mid-semester exam(s), 18% final exam, 36% quizzes, 10% problem solving**Exam format:** Multiple choice, T/F, short answer, transcription**SLHS 3401 Communication Differences and Disorders****(Sec 001); Credit will not be granted if credit has been received for: CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401, SLHS 1401, SLHS 1401, SLHS 1401, SLHS 1401; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom****Instructor:** STAFF

Description: Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life-at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender,

language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

SLHS 3402W Major Project in Speech and Hearing Science (Sec 001); 3 cr; S-N only; prereq Jr or sr CDis or SLHS major; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Kennedy, Mary R T

Description: Students registered for this course will engage in two types of writing: technical, scientific writing and journaling. Students will partner with a non-profit community organization through service learning, and experience first-hand the speech, language, and hearing abilities of individuals they are working with. Services provided by organizations are across the lifespan, from infants to elderly. Based on their service learning partnership, students will select a related topic in speech, language or hearing to write about. This technical writing will reflect their review and critique of a specifically relevant topic. Additional writing activities include weekly journaling about service experiences, peer reviewing classmates' writing samples, outlining, critiquing articles from professional journals, taking notes and writing drafts. Successful completion of this course satisfies the graduation writing requirement for students majoring in Speech and Hearing Science, in the College of Liberal Arts.

Class time: 30% lecture, 35% Discussion, 35% Laboratory

Work load: 20 pages of reading per week, 25 pages of writing per semester, 1 papers

Grade: 65% written reports/papers, 15% class participation, 20% lab work

SLHS 4301 Introduction to the Neuroscience of Human Communication (Sec 001); 3 cr; meets DELM req of classroom

Instructor: Kennedy, Mary R T

Description: This course is intended to provide students with an overview of neuroanatomy, neurophysiology, and neuroscience pertinent to processes of human communication behavior. Although it is intended for students who are majoring in Speech-Language-Hearing Sciences, students with some science background are welcome to enroll. Emphasis is on structural and functional relationships necessary for speech, language and hearing, although a general knowledge of the nervous system is first required. Topics include: gross anatomy of central and peripheral nervous systems; basic principles of neuroscience; neural embryological development; neuroplasticity; motor and sensory systems; visual and auditory systems; and hemisphere and cortical organization. An overview of current diagnostic techniques and examples of clinical neuropathologies that result in communication disorders are also introduced.

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

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 in-class laboratory experiences

Grade: 20% mid-semester exam(s), 25% final exam, 25% quizzes, 10% lab work, 20% 2nd midsemester exam

Exam format: multiple choice, T/F, short essay, labeling, fill-in-blank

SLHS 4602 Communication and Problem Behavior (Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Reichle, Joe E

Description: This course will describe the environmental bases of problem behavior that young children use to influence the behavior of others. We will examine possible causes of problem behavior, practical assessment strategies to determine variables associated with problem behavior, and a range of practical approaches to prevent and provide young children with more

socially acceptable alternatives to problem behavior. This course is designed for anyone who is a parent of a young child or whose career will result in interactions with young children. At the completion of this course, participants should be: 1.familiar with theories addressing the emergence of problem behavior. 2.familiar with the implications that children with problem behavior have on society 3.familiar with the range of academic and social problems among children who experience significant behavior disorders. 4.familiar with cultural differences in defining and treating children who have behavior problems. 5.familiar with the range of assessment strategies that may be used to determine the social functions that may be maintaining problem behavior. 6.able to interpret results of a variety of assessment strategies. 7.familiar with a variety of intervention strategies designed to reduce or prevent repertoires of socially motivated problem behavior.

Class time: 50% lecture, 30% Discussion, 20% CD Rom interactive activities

Work load: 30 pages of reading per week, 10 pages of writing per semester, 2 exams, 3 take home application activities

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

Exam format: Take home- short answer

SLHS 5401 Counseling and Professional Issues (Sec 001); 3 cr; prereq [[concurrent enrollment 8720 or concurrent enrollment 8820], grad student] recommended; meets DELM req of classroom

Instructor: Deruiter, Mark

Description: Basic counseling principles and current professional issues in communication disorders. Application of counseling theory to clinical practice. Analysis of regulation, practice, and future direction of communication disorders.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 10-16 pages of writing per semester, 5 exams, 3 papers

Grade: 40% written reports/papers, 40% quizzes, 20% problem solving

Exam format: Multiple choice/short essay

SLHS 5502 Voice and Cleft Palate (Sec 001); 3 cr; prereq [3305, 4301] or [CDis 3305, CDis 4301] or instr consent; meets DELM req of classroom

Instructor: Watson, Peter J

Description: Students taking this course will be expected to achieve the following learning outcomes: I) Learner outcomes for voice disorders - Identify the structures and normal function of voice production; Define and identify disorders of the voice; Describe how the normal structures and function of voice production may change with the different voice disorders; Describe different approaches to voice assessment and intervention utilizing your knowledge of normal structures and function. II) Learner outcomes for cleft palate - Identify the components and general function of the velopharyngeal mechanism; Describe the basic genetic and embryological development as it relates to cranial-facial disorders; Describe the basic medical-surgical procedures involved in individuals with craniofacial anomalies; Describe the assessment and intervention strategies of communication disorders related to cleft palate.

Class time: 80% lecture, 20% Discussion

Work load: 50-60 pages of reading per week, 4 exams, A group inservice project

Grade: 40% mid-semester exam(s), 40% final exam, 20% Inservice Project

Exam format: multiple choice and essay

SLHS 5802 Hearing Aids I (Sec 001); 3 cr; prereq [3305, 4801] or [CDis 3305, CDis 4801] or instr consent; meets DELM req of classroom

Instructor: Nelson, Peggy B

Description: Students will learn the basics of hearing-aid function, factors affecting hearing-aid success, and principles of fitting and evaluating hearing-aids for persons with hearing loss.

Background information will include a review of acoustics as relevant to hearing-aid function. Students will meet for 3 hours of lecture per week. Several laboratory assignments will be given throughout the semester. Grades for the laboratory assignments will be applied to the students' concurrent enrollment in CDIS 5810, Laboratory Module in Audiology. Readings will come primarily from the textbook, and will be supplemented by journal information. A day-long field trip to a major hearing-aid manufacturer will take place in the latter part of the semester.

Class time: 80% lecture, 20% Discussion

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

Grade: 25% mid-semester exam(s), 40% final exam, 10% special projects, 25% Another one-hour exam

Exam format: Short answer

SLHS 5993 Directed Study

(Sec 001-013); 1-12 cr; max crs 18, 18 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Directed readings and preparation of reports on selected topics.

Class time: 100% individual meetings with students

Work load: varies with topic and credits

Grade: 0% varies with topic and credits

Sport Studies

220 Cooke Hall: 612/625-5300

SpSt 1701 Introduction to Sport Studies

(Sec 001, 002); 2 cr; A-F only; meets DELM req of classroom

Instructor: Eaton, Lois M

Description: This course is designed as an introductory course for students who have been admitted into the Sport Studies program or those who are considering a major in the field. It is the assumption of the instructors that students have a strong interest in athletics and sport and that your career aspirations are driven by this industry. The primary emphasis is to introduce students to the broad range of issues and challenges pertaining to sport while also providing a foundation to those interested in pursuing a career in any given area of sport. In order to accomplish this, students will be expected to keep up with current events and news in the sport industry, complete all assigned text readings and come to class prepared to discuss the current topic. Also, guest speakers (industry professionals) will be invited into class to provide their personal perspective of the industry and more specifically their individual stories.

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

Work load: 25-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 7 papers, 10 hours Sport Volunteer Experience

Grade: 22% mid-semester exam(s), 22% final exam, 45% written reports/papers, 5% class participation

Exam format: True False, multiple choice and essay

SpSt 3112 Applied Sport Science

(Sec 001); 2 cr; A-F only; prereq SpSt or Kin or Rec major or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 2 exams, 1 papers

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

SpSt 3143 Organization and Management of Sport

(Sec 001); Credit will not be granted if credit has been received for: KIN 3143, SPST 3143, KIN 3143; 3 cr; A-F only; prereq SpSt major; meets DELM req of classroom

Instructor: Campisi, Charles John

Description: This course is designed to introduce the fundamental framework of the industry with an emphasis on sports. Current issues and trends in both the traditional and sports business world will be discussed. Emphasis will be placed on the application of the management concepts and techniques to various parts of the sport management field, including the professional, collegiate, high school, and non-profit areas. The goal of this course is to provide the future sports professionals with a broad perspective of how to view issues and problems that may develop during their careers and to attempt to increase their ability to successfully manage people, time, and the business of sport.

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

Work load: 35 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers

Grade: 15% mid-semester exam(s), 25% final exam, 15% written reports/papers, 15% special projects, 15% in-class presentations, 15% class participation

Exam format: Short-answer, multiple choice

SpSt 3501 Sport in a Diverse Society

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

Instructor: Buysse, Jo Ann

Description: Sport is symbolic of the larger social order and the meanings of sport are tied to cultural perceptions and evaluations. Societal beliefs about values and norms are intimately related to sport as it mirrors society in its practices and experiences. The study of sport encompasses a wide variety of issues which are reflected by the many different cultures that engage in sport. This course is designed to examine the pervasive and significant relationship between sport and contemporary social institutions such as politics, religion, economics, education and the mass media. Its primary emphasis will be to introduce students to a broad perspective of social issues related to sport, while at the same time, providing students with an opportunity to critically explore their knowledge base and increase their understanding of issues related to gender and diversity in sport. Students will be exposed to the contributions and experiences of groups of individuals who have historically been marginalized or excluded from sport participation. Particular emphasis will be given to the social construction of gender and the role that sport has played in gender differentiation and gender hierarchy. Variables such as race, sex, social class, sexual orientation and physical disabilities will be emphasized. Although the goal of this course is to address critical issues and question current practices in sport, students will also develop important critical reading, writing, thinking, and discussion skills.

Class time: 50% lecture, 5% Closed Circuit TV, 40% Discussion, 5% internet, dvd

Work load: 40-60 pages of reading per week, 8 pages of writing per semester, 2 exams, 2 papers. Subject to change at the discretion of the instructor

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% quizzes, 15% class participation, 0% Subject to change at discretion of the instructor

Exam format: multiple choice, essay

SpSt 3631 Sport Promotion and Programming

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

Instructor: STAFF

Description: Programming in sport--an overview; marketing of sports including but not limited to the five P's--price, promotion, place, public relations, product; the uniqueness of sport products and sport marketing; and promotional strategies--advertising, publicity, personal selling, sponsorships, sales promotions, etc. Text: Mullin, Bernie "Sport Marketing." Teaching methods: lectures and interactive learning techniques utilizing assessment through tests and papers. Target audience: undergraduate sport studies majors

Class time: 50% lecture, 20% Discussion, 15% guest speakers; 15% group projects

Work load: 30 pages of reading per week, 12 pages of writing

per semester, 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% special projects, 10% in-class presentations

Exam format: varied

SpSt 3881W Senior Seminar in Sport Studies (Sec 001); 3 cr; A-F only; prereq SpSt major, completion of major coursework, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Buysse, Jo Ann

Description: This course is the final academic preparation course in the Sport Studies major. The focus will be on professional development (resume and cover letter writing, interviewing skills), current topics and original research. Students will be required to complete a written research project and present their research to the class.

Class time: 20% lecture, 60% Discussion, 20% library research and instructor meetings

Work load: 40-60 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 50% written reports/papers, 15% in-class presentations, 15% class participation, 20% resume building experience

SpSt 3996 Practicum: The Sport Experience (Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq 3881, SpSt major, instr consent; meets DELM req of classroom

Instructor: Buysse, Jo Ann

Description: This is an experiential learning course where students learn and work in a professional organization outside of the classroom. This course is designed for Sport Studies majors only. It is their final core course. It is similar to an internship, with the exception that practicum credits may be divided between two semesters and also between two sites.

Class time: 100% field experience

Grade: 20% written reports/papers, 80% supervisor evaluation and student eval of work

Statistics

313 Ford Hall: 612/625-8046

Stat 1001 Introduction to the Ideas of Statistics (Sec 007); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: Hawkins, Douglas M

Description: The course covers the essentials of statistical thinking. Topics include types and sources of data, principles of experimentation, and the most commonly useful statistical tools. Presentation is non-mathematical. Exercises use hand calculators; there is no computer component.

Class time: 80% lecture, 20% Laboratory

Work load: 40 pages of reading per week, 50 pages of writing per semester, 3 exams

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

Exam format: In-class problem solving

Stat 1001 Introduction to the Ideas of Statistics (Sec 001, 004, 010); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of

experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.

Class time: 75% lecture, 25% Laboratory

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

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

Exam format: essay, problem solving and multiple choice

Stat 3011 Introduction to Statistical Analysis

(Sec 001, 004, 009, 014, 018); Credit will not be granted if credit has been received for: STAT 5021, STAT 5021, STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211, ESPM 3012; 4 cr; prereq Two yrs high school math; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

Description: This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.

Exam format: problem solving

Course URL: <http://www.stat.umn.edu/classes/>

Stat 3021 Introduction to Probability and Statistics

(Sec 001-004); 3 cr; prereq Math 1272; meets DELM req of classroom

Instructor: STAFF

Description: This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.

Class time: 100% lecture

Work load: 10 pages of reading per week

Grade: 45% mid-semester exam(s), 45% final exam, 10% problem solving

Exam format: Problem solving

Stat 3022 Data Analysis

(Sec 004); 4 cr; prereq 3011 or 3021; meets DELM req of classroom

Instructor: STAFF

Description: Further topics in regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

Stat 3022 Data Analysis

(Sec 001); 4 cr; prereq 3011 or 3021; meets DELM req of classroom

Instructor: Wang, Lan

Description: Further topics in descriptive statistics; regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

Work load: 3 exams

Stat 4893W Senior Paper

(Sec 001); 1 cr; prereq Stat major; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: STAT 4893W is a requirement for a BA in Statistics in CLA. It also fulfills the University requirement of a Writing Intensive course in the major. It can be satisfied in several ways including but not limited to directed study culminating in a paper on a specialized area of Statistics (most common choice), carrying out a "case study" involving data collection and analysis and a report, and writing and documenting a computer program to implement a nontrivial statistical technique. Students should enroll in any semester of their Senior year. If work is unfinished at semester end (as frequently happens), an incomplete (I) is usually granted. The topic of the paper should be chosen in consultation with a Statistics faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course. See <http://www.stat.umn.edu/ugrad/stat4893.html> for more information.

Work load: 10-20 pages of writing per semester, 1 papers

Grade: 100% written reports/papers

Course URL: <http://www.stat.umn.edu/ugrad/stat4893.html>

problem solving

Course URL: <http://www.stat.umn.edu/~qju/>

Stat 5993 Tutorial

(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Students may contact the department for information.

Studies in Cinema and Media Culture

235 Nicholson Hall: 612/624-8099

SCMC 1201 Introduction to Cinema and Media Culture

(Sec 001); Credit will not be granted if credit has been received for: CSCL 1201, CSCL 1201W, CSCL 1201, CSCL 1201, CSCL 1201, CSCL 1201, CSCL 1201; 4 cr; prereq credit will not be granted if credit received for: CSCL 1201; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

Swahili

Swahili 1221 Beginning Swahili, Semester I

(Sec 001, 002); 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: Swahili is the national language of Tanzania and Kenya, and among the most widely used African languages. In addition to its historical and contemporary importance for economics, administration and politics, Swahili has been for centuries, and remains, an important literary language. Today Swahili is commonly written in the Latin script, and though its grammar is different from English in many ways, it is a very accessible language for interested students of wide backgrounds. Our introductory course is intended for undergraduate and graduate students with little or no knowledge of the language. You will learn, essential vocabulary and grammar, and practice the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension. There will be weekly quizzes, vocabulary drills, substantial classroom verbal interaction using conversation exercises and readings about aspects of East African culture, midterm and final examinations Graduate students will be assigned additional readings and exercises.

Swedish

205 Folwell Hall: 612/625-2080

Stat 5021 Statistical Analysis

(Sec 001, 004); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211, ESPM 3012; 4 cr; prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended; meets DELM req of classroom

Instructor: STAFF

Description: The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.

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

Stat 5302 Applied Regression Analysis

(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent; meets DELM req of classroom

Instructor: Cook, R. Dennis !!CLA Dean's Medal!!

Description: This course is on statistical methods for studying the dependence of a response variable (e.g., life expectancy) on a number of predictor variables (e.g., age, smoking status, gender, ...). It is designed for beginning graduate and advanced undergraduate students who will likely use regression in future studies. Students will make extensive use of the computer program Arc, available at www.stat.umn.edu/arc. A description of the textbook is available at this web-site as well. Arc is based on a point-and-click interface; no programming skills are required. Grading will be based on two mid-semester exams, weekly assignments and a final exam.

Class time: 75% lecture, 25% Laboratory

Work load: 30 pages of reading per week, 3 exams, 10 problem assignments

Grade: 35% mid-semester exam(s), 25% final exam, 30% problem solving

Exam format: Multiple choice and essay

Stat 5421 Analysis of Categorical Data

(Sec 001); 3 cr; prereq 5302 or instr consent; meets DELM req of classroom

Instructor: Qiu, Peihua

Description: See Graduate School Catalog, 1999-2001

Class time: 80% lecture, 20% Laboratory

Work load: 20 pages of reading per week, 80 pages of writing per semester, 3 exams

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

Swed 1001 Beginning Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4001, SWED 4001; 5 cr; meets DELM req of classroom

Instructor: STAFF

Description: This is the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Swedish. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Sweden is an integral part of the course. See the description for Swed 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

Grade: 100% 50% reading/writing, 50% oral/aural

Exam format: structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

Swed 1003 Intermediate Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4003, SWED 4003, SWED 4003, SWED 4003; 5 cr; prereq 1002; meets DELM req of classroom

Instructor: STAFF

Description: This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001-2 (or quarter system courses 1101-2-3). Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments.

Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interactive will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. See the description for Swed 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

Grade: 100% 50% reading/writing, 50% oral/aural

Exam format: written essays, listening and reading protocols, structural exercises, oral interviews

Swed 4001 Beginning Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1001, SWED 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: See the course description for Swed 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Swed 1001 under the number Swed 4001 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Swed 4003 Intermediate Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1003, SWED 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: STAFF

Description: See the course description for Swed 1003. This

4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student of are not seeking a CLA degree, you may register for Swed 1003 under the number Swed 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Teaching English as a Second Language

215 Nolte Center: 612/624-3331

TESL 3001 Basics in Teaching English as a Second Language

(Sec 001); 4 cr; prereq Have studied another language, [native speaker or [C-TOEFL score of at least 213 or equiv]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Anderson, Michael Einar

Description: Basic orientation to current theories/methods of English as a second language (ESL) instruction. Emphasizes methodologies for teaching/assessing listening, speaking, pronunciation, reading, and writing skills. Contexts of teaching English to adults in the United States and abroad. Internship at a school or agency teaching ESL is required as part of the course. Internships will be set up with the help of the Career and Community Learning Center the first week of class. This practical course is designed to prepare you to tutor ESL to adults in community programs by providing you with a basic orientation to current theories, methods and techniques of English as a second language (ESL) instruction. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. You will study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. You will learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. You will become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed.

Class time: 30% lecture, 40% Discussion, 30% Laboratory

Work load: 30-40 pages of reading per week, 12 pages of writing per semester, 6 exams, 2 papers, The class will support the internship experience as you and your fellow students analyze the instructional settings and your teaching practices during the week.

Grade: 30% written reports/papers, 15% quizzes, 15% in-class presentations, 15% class participation, 25% internship teaching

Exam format: short answer essay

TESL 3501 Practical Language Learning for International Communication

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

Instructor: Cohen, Andrew David

Description: Going to study abroad to learn a new language and experience a new culture? What are your strengths as a language learner? This course is about improving language and culture learning-about getting a sense of your learning style preferences and language strategy preferences. You will also explore your motivation to learn languages in general and a given language in particular, and your motivation to do specific language tasks. Ideally, the course will not only make you more aware, but also better equip you to succeed at learning and using languages now and in the future, at home and abroad. The approach of the course is to provide you with background readings on learning a new language; to engage you in diagnosing your learning style and language strategy preferences and those of your peers; and to have you participate in classroom exercises intended to simulate real language

learning and language use situations. The topics include: (a) learning a new language, (b) learning style preferences, (c) defining and classifying language learner strategies; (d) strategies for cross-cultural awareness and enhancing adaptation to a new culture, (e) strategies by skill areas-listening, vocabulary learning, speaking, reading, writing, translation, and nonverbal strategies, (f) motivation in language learning, (g) the intersection of task, style, and strategy, and (h) learning language under differing teaching method. 2 term papers: describing yourself and then 3 peers as language learners.

Class time: 20% lecture, 40% Discussion, 40% Group tasks

Work load: 20 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers

Grade: 20% mid-semester exam(s), 70% written reports/papers, 10% class participation

Exam format: Open-ended questions

Course URL: <http://vista2.umn.edu/webct>

TESL 5401 Language Analysis for Teachers of English as a Second Language

(Sec 001); 4 cr; prereq Ling 3001 or Ling 5001 or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: This course, required for both MA ESL majors and undergraduate ESL minors, provides an overview of the structure of the English language that is specifically geared to the needs of teachers of English to speakers of other languages (both ESL and EFL). While not focusing on pedagogical issues per se, it will view the structures of English from the point of view of second language speakers as well as analyzing the ways in which native speakers use the language. Furthermore, an effort will be made to analyze critically what is written about the language in grammar books and other pedagogical materials, and to compare these descriptions with empirical analyses of actual language data. The emphasis in this course is on the ways in which linguistic analysis, and particular what is known about the structure of the English language, can help us to understand what is going on in the ESL classroom. The core function of the course is to make clear the links between theoretical concepts in linguistics and the things native speakers and ESL students say and write. TESL 5401 is the first of a two-semester sequence. In TESL 5401 we will cover English phonetics and phonology, basic morphology of English, and the grammar of the simple sentence in English, including word order, subject-verb agreement, verb tense and aspect, modals, negation, and question formation.

Class time: 50% lecture, 50% Discussion

Work load: 20 pages of reading per week, 10 pages of writing per semester, 1 papers, paper required only for graduate students

Grade: 40% written reports/papers, 45% quizzes, 15% class participation

Exam format: short answer essay

TESL 5721 Methods in Teaching English as a Second Language

(Sec 001); 3 cr; prereq Ling 3001 or 5001 or instr consent; meets DELM req of classroom

Instructor: Lazaraton, Anne

Description: This course provides a broad introduction to the field of Teaching English as a Second Language, with a special focus on teaching ESL to adults at the college or university level. Students will: 1) Examine a number of approaches to language teaching, both traditional and innovative; 2) Review current practices in the teaching of the component language skills (listening, speaking, reading, writing) as well as grammar and vocabulary; 3) Examine current approaches to teaching these skills in ESL/EFL texts and classroom materials; 4) Discuss learner needs based on proficiency level as well as linguistic and cultural background; and 5) Overview skills for teachers, including lesson planning, materials selection and evaluation, technology use, language assessment and test evaluation, and professional development. Students will be required to complete a number of homework assignments, observe several ESL classes, write a publishable quality ESL materials review, and

prepare a presentation of some aspect of the TESOL profession. Finally, students will write a language learning autobiography and a reflective statement to be included in a portfolio of course work to be submitted at the end of the semester. This course is designed for graduate students and undergraduates with some language teaching experience; other undergraduates should consider TESL 3001, offered during the Fall and Spring semesters of every year.

Class time: 20% lecture, 80% Discussion

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

Grade: 40% written reports/papers, 10% in-class presentations, 10% class participation, 40% problem solving

TESL 5724 Intro to Language Assessment

(Sec 001); 3 cr; A-F only; prereq Ling 5001 or instr consent; meets DELM req of classroom

Instructor: Lazaraton, Anne

Description: This course is intended for advanced undergraduates and graduate students who are interested in the principles and practices of conducting language assessments of adult second/foreign language ability, rather than that of children. The course is designed for both students who are interested in the assessment of language ability for instructional purposes, and for student researchers who are interested in constructing language tests as part of their research efforts. While the course has no formal prerequisites, it assumes some familiarization with the field of second language teaching and learning. The objectives of the course include: a) identifying and selecting assessment procedures appropriate for various ages, ability levels, skills, and purposes (including proficiency and achievement); b) writing effective test items and tasks for measuring both global ability and ability in specific skill and language content areas; and c) conducting basic analysis of test results in order to evaluate the assessment instrument. These objectives will be achieved through reading and discussing assigned portions from the textbook; constructing test items and tasks on an ongoing basis; and developing, piloting, administering, evaluating, and revising an assessment instrument. This test development project will culminate in a written report due at the end of the semester.

Class time: 15% lecture, 85% Discussion

Work load: 25 pages of reading per week, 30 pages of writing per semester, 1 papers

Grade: 50% written reports/papers, 10% class participation, 40% problem solving

TESL 5993 Directed Studies

(Sec 001-004); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: In order to obtain Directed Studies credit through TESL 5993, students must fill out a Student/Faculty Contract for Directed Study. On the form, the student indicates the title of the project, the number of desired semester credits(1-4), the learning objectives associated with it, methods and resources to be used (books, articles, etc.), and also indicate how the results of the project will be evaluated. Then a Faculty Member for ESL must approve it and sign as the supervisor for the project. Forms are available in the department office.

Theatre Arts

580 Rarig Center: 612/625-6699

Th 1102 Drama and the Media

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

Instructor: Werry, Margaret L

Description: In this course, we will explore what drama is and

does in different media. We ask how drama relates to our daily lives, as well as to our ideas about society, family, politics, technology, imagination, and media itself. Students learn to interpret television, cinema, and radio dramas with attention to elements of dramatic technique, and through analytic and creative activities, they investigate the ways in which different media can open up new possibilities for dramatic expression. We examine the ways in which cultural, social, and economic factors shape the form drama takes and the stories it tells. Lectures and readings introduce a range of approaches that cultural theorists have developed to explain the popularity and effects of drama in different media. And we put these to the test in class discussions and in responses to a variety of films and television examples viewed in class. This course is appropriate for students of all majors and has no pre-requisites, except an interest in popular culture and a willingness to grapple with challenging questions about an aspect of American life we normally take for granted. This course will be web enhanced but the URL is not yet available.

Class time: 30% lecture, 30% Discussion, 40% class workshops and viewing videos

Work load: 30 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers, short reading response assignments

Grade: 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 15% special projects, 20% class participation

Exam format: essay and short question

Th 1301 Acting/Non-Majors

(Sec 001-005); 3 cr; prereq 1101 or concurrent enrollment 1101; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others. Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: ACTING ONE by Robert Cohen.

Class time: 10% Discussion, 90% Laboratory

Grade: 30% written reports/papers, 30% in-class presentations, 20% Attendance & Participation; 20% Attitude & Growth.

Th 1321 Beginning Acting: Fundamentals of Performance

(Sec 001-004); 3 cr; prereq 1101 or concurrent registration 1101; meets DELM req of classroom

Instructor: STAFF

Description: Introduces beginning students to a widely applicable, comprehensive vocabulary and techniques for practical performance studies, including the use and training of the instrument; the creation of theatrical ideas or choices; the creation of dramatic "phrases"; by sequencing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Lecoq, Grotowski, Stanislavski, Meyerhold, Chekov, etc.

Class time: 10% Discussion, 90% Laboratory

Work load: 5-10 pages of reading per week, 10-12 pages of writing per semester

Grade: 25% written reports/papers, 25% in-class presentations, 25% Attendance & Participation; 25% Attitude & Growth.

Th 1362 Dance for Musical Theatre

(Sec 001); Credit will not be granted if credit has been received for: DNCE 1362; 2 cr; A-F only; meets DELM req of classroom

Instructor: Lee, Linda Talcott

Description: This class will introduce a variety of dance styles found in Musical Theatre currently and in the past. The works of prominent choreographers in this field, such as Jerome Robbins, Bob Fosse, Michael Bennett and Michael Kidd will be discussed and learned through movement across the floor, center exercises and center combinations. A technical jazz warm up will be given at the start of each class to prepare the body for energetic movement as well as giving the student an understanding of body placement, dance vocabulary, and style. Emphasis will be placed on stretching emotional boundaries through movement, creating the ability to develop a character, a talent needed in musical theatre dancing. Prior dance training is recommended, but not necessary as long as the student enters with an open mind. This class will have live accompaniment.

Class time: 100% Studio

Th 1911W Freshman Seminar: Theatre, Entertainment With Attitude

(Sec 001); 3 cr; A-F only; prereq Fr with no more than 30 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Bernstein, David Joseph

Description: Is live performance obsolete? Are art and entertainment the same, as in ?A & E? In this freshman seminar for non-theater majors, we will address these questions by experiencing the power, immediacy, and social relevance of live theater. Our main goal is to use the rich cultural resources of the Twin Cities, supplemented by in-class discussions, talks with theater and dance professionals, and textual readings to develop a critical language - and a critical eye - with which to look at performance. We will attend performances at a variety of local theaters and use the experience of seeing them 'up close and personal' to focus on a number of questions. What does it mean for a theater to be mission-driven rather than market-driven? How does theater reflect social and political issues - and the cultural context in which it was created and/or performed? How, and how well, do acting, scenery, costumes, lighting, and sound combine into a total effect to make a text or concept come alive on stage? And yes, we will also ask of each production whether or not it engaged and entertained us as audience members. Here is an excellent opportunity to experience live performance and think about its relationship to culture and values. In other words, to experience live theater as more than a way of passing the time on an otherwise boring Thursday night.

Class time: 10% lecture, 40% Discussion, 50% attending theatre productions

Work load: 0-50 pages of reading per week, 20-25 pages of writing per semester, Attendance at plays is required(fee pays for tickets and transportation); workload consists of a critical journal, one 5-6 page paper, and one special project.

Grade: 55% written reports/papers, 25% special projects, 20% class participation

Exam format: No exams

Course URL:

http://webct3.umn.edu/public/TH1911W_s03/index.html

Th 3100 Theatre Practicum

(Sec 001-003); 1 cr; max crs 4, 4 repeats allowed; S-N only; prereq 1101; only two enrollments as actor may count toward a major; meets DELM req of classroom

Instructor: STAFF

Description: Do you want to get involved in production on the Main Season for University Theatre? This is a course that can give you that opportunity. You will be assigned a specific position on a production and get a chance to work on as well as see first hand what goes into a full scale theatrical production. Come and explore the possibilities.

Class time: 5% lecture, 95% Laboratory

Work load: Lab Assignment for a Main Season production

Grade: 5% class participation, 95% lab work

Th 3171 History of the Theatre: Ancient Greece Through Neo-Classicism

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

Instructor: Kobialka, Michal A

Description: The course focuses on a critical examination of representational practices in the period from Ancient Greece to the French Revolution. While reviewing these representational practices, which materialize as play-texts, performances, theatre architecture, theatre rebellions and regulations, theoretical writings, etc., the students will discuss how they were produced, given intelligibility, and disseminated. What are the consequences of using or promoting these and not other representational practices? In order to answer this question, the students will explore the following questions/issues: the Western origins of theatre and drama, Aristotle's Poetics, the practices of controlling and censoring creative activities in Rome and in Renaissance Italy and England, the emergence of medieval liturgical drama as well as medieval modes of representation, a shift from resemblance oriented visual systems to the neoclassical ideal of the French Academy, the female actors and playwright in Restoration, the drama and theatre of the long eighteenth century and how they participated in the process of fashioning a new personality/economic type. This course investigates how performance events are brought to our attention, how they are made worthy of notice, and how they are rationalized as significant for theatre history.

Class time: 60% lecture, 40% Discussion

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

Grade: 20% class participation, 80% three written essay exams

Exam format: essay--the student is asked to answer four Questions during the exam.

Th 3314 Text and the Actor

(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322; meets DELM req of classroom

Instructor: Nash, Elizabeth

Description: This course focuses on the art of interpretation in the theatre. Our goal is to explore a wide range of dramatic forms and styles in the area of dynamic interpretation. Along with the annotation and performance of short monologues, there will be in-class viewings of Zoe Caldwell's MEDEA, Ian McKellan's ACTING SHAKESPEARE, Kenneth Branagh's MUCH ADO ABOUT NOTHING, Anthony Sher's TARTUFFE and Keira Knightley's PRIDE AND PREJUDICE. Periods to be addressed will be classical Greek, Shakespeare, high comedy, and modern stylized drama. Due to the ensemble and performing emphasis of this course, attendance is required and will figure in grading. By the end of the course, you will have skills in phonetics, scansion, and the ability to interpret with confidence challenging texts of heightened language.

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

Work load: 7 presentations

Grade: 100% class participation

Exam format: presentations

Th 3316 Voice for the Actor

(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322; meets DELM req of classroom

Instructor: Nash, Elizabeth

Description: The student will be taught anatomy and physiology of the vocal mechanism and respiratory system, abdominal breathing, forward tonal placement, clear articulation of consonants, vocal projection and pitch range, IPA phonetic transcription and vowel standardization for American Standard Stage Speech. These techniques will be applied to the performance of dramatic monologues. Due to the ensemble and performing emphasis of this course, attendance is required and will figure in grading.

Class time: 10% Discussion, 90% Laboratory

Work load: 2 exams, 90 pages of reading per semester

Grade: 10% mid-semester exam(s), 10% final exam, 40% in-class presentations, 40% lab work

Exam format: presentations

Th 3321 Stanislavski and Techniques for Characterization

(Sec 001); 3 cr; prereq 1322, [3314 or concurrent enrollment 3314], audition; meets DELM req of classroom

Instructor: Kingsley, Barbara

Description: This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 1321/1322 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

Class time: 10% Discussion, 90% Laboratory

Grade: 20% written reports/papers, 50% in-class presentations, 20% Attendance & participation; 10% growth

Th 3331 Physical Approaches to Acting

(Sec 001); 3 cr; prereq 1322, [3314 or concurrent registration is required (or allowed) in 3314], audition; meets DELM req of classroom

Instructor: Seifert, Luverne G

Description: Physical approaches to acting will intensely explore the psychophysical methodology of Jacques Lecoq with emphasis on neutral mask, acrobatics, commedia, clowning and buffooning. The course will investigate poetic, tragic and playful performance through the analysis of movement and gesture. Students will create solo and collaborative performances.

Entrance is by audition after completion of 1321 Fundamentals of Performance and 1322 Creating the Performance. Required reading: The Moving Body by Jacques Lecoq, Invisible Cities by Italo Calvino and selected plays and readings.

Class time: 10% lecture, 10% Discussion, 80% Laboratory

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

Grade: 20% written reports/papers, 30% in-class presentations, 50% class participation

Th 4177W Survey of Dramatic Literature I: Strategic Interpretation

(Sec 001); 3 cr; prereq [[3171, 3172], [jr or sr]] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Werry, Margaret L

Description: This class, the first part of a two-course sequence, provides theatre artists/scholars an opportunity to deepen their engagement with the art of live theatre. Dramatic Literature I is designed to introduce students to some basic principles of script analysis, with an eye toward their applicability to stage practice. Through exposure to a variety of approaches to reading and staging drama, students gain a vocabulary for articulating their own artistic visions and for appreciating those of other theatre artists. At the core of the class is an investigation of the complex relationship between text and performance. Note: this course is listed as a writing intensive course, and thus a significant component of the course focuses on training students to express their responses to dramatic literature in written form.

Class time: 30% lecture, 70% Discussion

Work load: 80-100 pages of reading per week, 15 pages of writing per semester, 1 papers, group performance project

Grade: 40% written reports/papers, 25% class participation, 35% group performance project

Th 4321 Career Preparation for the Actor

(Sec 001); 3 cr; prereq 3322; meets DELM req of classroom

Instructor: Diercks, Shirley V

Description: A comprehensive look at the world of Theatre that awaits today's young graduates. This class is intended to provide exposure to the myriad paths available to theatre majors upon completion of their formal education. The class will be comprised of discussions with varying personalities who have achieved a modicum of "success" measured by their own ambitions as well

as the standards set by our profession. Students will also venture into the community at large and interview a specialist of their choosing and submit a written report as well as make a formal class presentation. We will also be devoting significant time in and outside of class to research the necessary tools of the trade - photos, resumes, contact sheets, and of utmost importance, the student's audition materials.

Th 4380 Creative Collaboration

(Sec 002, 003); 1-3 cr; max crs 12, 4 repeats allowed; prereq Audition, interview, instr consent ; meets DELM req of classroom; meets DELM req of conference/workshop
Instructor: STAFF

Description: Creative Collaboration students will explore multi-disciplinary creation and community building theater techniques while working together to create an original performance. The class will be led by Maren Ward of Bedlam Theatre, an experimental community based theater located on the West Bank. Well versed in creative collaboration, the Bedlam company has produced a wide range of exciting work including Terminus - a sci-fi extravaganza with revolving cardboard spaceship surrounding the audience, Unhinged- a feminist horror show, and the annual Barebones Halloween Show - a community created outdoor nighttime spectacle of larger than life puppets, originally composed live music, theater, dance and pyrotechnics. Bedlam's most recent hit, conceived and directed by Ms. Ward, was West Bank Story - an original musical about the West Bank neighborhood. The collaboration class will be following up on some of the connections made during this project and creating a new community based, site-specific performance. Students will have an opportunity to engage in an artistic dialogue with students and guest speakers from the following courses: Place, Politics and Memory (geography), Urban Design, Arts and Social Engagement (visual arts) and Performance and Social Change - (theater arts)

Th 4554 Graphics and Animation for Video

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

Instructor: Gwinup, Martin Bruce

Description: Animation has become a mainstay in today's Cinema industry. Not just in solely animated films but it is also used in special effects, CGI, etc. This course will introduce the student to some techniques, softwares, and processes used for this type of Cinema work. There will be demonstrations as well as hands on lab work. Projects will be required to gain specific skills and understanding. Some of the software explored will include, Photoshop, After Effects, Poser, and Bryce however the main software taught and used in the course will be Maya which has been used on many main stream films. There are two class meetings per week for demonstration and discussion and one lab session/week for hands on exploration. TH4550 Video Technology is a prerequisite for this course (or instructor permission). You must have the equivalent experience/knowledge that is gained from TH4550 before taking this course.

Class time: 10% lecture, 5% Discussion, 50% Laboratory, 35% homework, 3-4 minor projects, 1 major project

Work load: 5-10 pages of reading per week, 5 pages of writing per semester, homework, 3-4 minor projects, 1 major project

Grade: 85% written reports/papers, 5% class participation, 10% lab work

Th 4555 Audio Technology

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

Instructor: Gwinup, Martin Bruce

Description: Audio Technology is a course which delves into the areas of Sound and acoustics and the technology to manipulate those elements. The course begins with the discussion and demonstration of sound as a science. From there the course moves into the technology available for the manipulation of sound including, recording, amplification, mixing, effects processing, live reinforcement, and editing. Acoustic principles are also discussed. The course involves lecture, demonstration, laboratory, and theory. Projects require the student to work in the

recording studio and gain hands on experience working with current audio technology. The course has no prerequisites except instructor permission. The course is open to anyone interested and often includes students from Music, Studio Arts, Computer Science, and Engineering as well as Theatre. This course is a prerequisite to TH4557-Audio for Film/Video, TH5556-Audio Engineering, Th5559-Sound Design and is recommended before taking Th4556 Digital Audio and MIDI for Live Performance.

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

Work load: 15 pages of reading per week, 10 pages of writing per semester, 2 exams, 3 Lab projects

Grade: 15% mid-semester exam(s), 15% final exam, 10% quizzes, 20% lab work, 10% problem solving, 30% Final Project

Exam format: Multiple Choice, True/False, Short Answer, Definition, Problems

Th 4557 Audio for Film and Video

(Sec 001); 3 cr; prereq [4550, 4555] or instr consent; meets DELM req of classroom

Instructor: Gwinup, Martin Bruce

Description: Next to the story, audio is arguably the most important component of a film. From dialogue, effects, and environments, to music and scoring, audio has a huge impact on the successful outcome of a dramatic film. It is the one component that can usually separate an amateur from a professional product. In this course the students will explore and gain knowledge and skills in the area of audio specifically for film/video production. Techniques will include Field Recording, ADR, Foley, Spotting, Effects creation, Composition, and Scoring. The student will work hands on with current software, hardware, technology, and existing footage. They will create projects to help develop skills in these areas. TH4555 Audio Technology is a Prerequisite for this course (or instructor permission). It is strongly urged that the student also have taken or currently be taking TH4550 when taking this course.

Class time: 10% lecture, 10% Discussion, 50% Laboratory, 30% Demonstration/Guests/Critique

Work load: 5-10 pages of reading per week, 5 pages of writing per semester, homework, 3-4 minor projects, 1 major project

Grade: 75% written reports/papers, 5% in-class presentations, 10% class participation, 10% lab work

Th 4905H Honors: Tutorial Seminar in Theatre Arts

(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq =4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude]; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Independent reading and research in selected fields in preparing honors thesis or creative project. Detailed requirements available from the department's Director of Honors.

Work load: 20-25 pages of writing per semester, 1 papers

Grade: 10% written reports/papers

Th 5100 Theatre Practicum

(Sec 001, 002); 1-4 cr; max crs 20, 10 repeats allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads; meets DELM req of classroom

Instructor: STAFF

Description: Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

Th 5355 Puppetry: Techniques and Practice in Contemporary Theater

(Sec 001); 3 cr; prereq [[3513 or &3513], instr consent] or grad student; meets DELM req of classroom

Instructor: STAFF

Description: This course will introduce the fundamentals of puppetry and object theatre through puppetry forms both traditional and contemporary. Object Theatre, Toy Theatre, hand puppets, shadow puppets, and Bunraku-style puppetry will be the primary focus, introduced through in-class manipulation,

screenings of videos and slides, and readings. Students will build and create a series of short works for in-class performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.

Th 5500 Theatre Design Practicum

(Sec 001-003); 1-3 cr; max crs 20, 10 repeats allowed; prereq 3515, instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.

Class time: 100% Laboratory

Work load: projects for design

Grade: 100% final production and prep work

Th 5551 Editing and Post Production for Video and Film

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

Instructor: STAFF

Description: In the realm of film and video, editing is what makes the difference between a series of somewhat related images and a riveting and engaging story. This course will explore the concepts and techniques of editing and some basic visual effects. It will also discuss the post production process and responsibilities in the area of dramatic film/video production. The students will receive hands on training with state of the art editing equipment and will work on putting together pieces to tell a story. The editing part of the class will be based on non-linear editing equipment such as AVID DV Express Pro, AVID Media Composer/Adrenaline, Adobe After Effects, Adobe Photoshop, and Vegas Video. (Students taking this course need or have or currently be taking TH4550 Video Technology, or have instructor permission.)

Class time: 40% lecture, 15% Discussion, 45% Laboratory

Work load: 15 pages of reading per week, 10 pages of writing per semester, Special Projects

Grade: 60% special projects, 10% quizzes, 10% class participation, 20% lab work

Th 5580 Costume Technology

(Sec 001, 002); 3 cr; max crs 15, 5 repeats allowed; prereq 3515 or grad or instr consent ; meets DELM req of classroom

Instructor: Binder, Susan M

Description: Fall Semester offers Flat Patterning, covering the basic principles and skill of flat patterning the male and female body block and how to use that information to arrive at the pattern for the Costume Designers sketch.

Class time: 25% lecture, 75% Laboratory

Work load: One Research Notebook

Grade: 25% final exam, 25% special projects, 50% class participation

Exam format: project

Th 5590 Theatre Technology Practicum

(Sec 001, 002); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads; meets DELM req of classroom

Instructor: STAFF

Description: Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costume, lighting, makeup, props, scenery, sound, or theatre management.

Th 5716 Stage Management for the Theatre

(Sec 001); 4 cr; prereq [1101, 1321, soph] or grad; meets DELM req of classroom

Instructor: Montgomery, Jean A

Description: The course deals with both the theoretical and

practical aspects of stage managing for the theatre and other forms of performance. Discussion topics include the role the stage manager plays within the production team and how to deal with the variety of situations and personnel encountered during the various phases of production. Students will choose one of two tracks in order to fulfill course requirements: (1) practical: you would participate as part of the stage management team on a production during this year's University Theatre season; or (2) theoretical: you would observe and create "paper" projects based on a theorized production. It is your desire to pursue the practical track you must gain the approval of the director in order to work with that production. Your coursework remains active until you complete the production (should that occur in spring semester). Textbook: Stage Management by Lawrence Stern. Prerequisites: an interest in management techniques, a love of long hours, and at least a sophomore in standings.

Class time: 50% lecture, 50% Discussion

Work load: Practical participation in lab

Grade: 100% special projects

Th 5718 Principles of Arts Management

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

Instructor: Hansen, Kathleen Louise

Description: This course is designed to provide an overview of the structure in which non-profit arts organizations are based. Topics of inquiry include, but are not excluded to, organizational concept, mission, structure, budgetary considerations and financial planning, marketing, and development (fundraising, grant writing, board relations) strategies. Class assignments include: assigned readings, from both the required text and supplemental readings as provided by your instructor; Class Evaluations include: the analysis and discussion of case studies, from both printed and on-line resources. (20%); participation within class discussions with guest professionals from the Twin Cities arts community. (20%); attendance at field trips to professional arts organizations (part of 20% above); mid-term conference (10%); final project presentation (50%) Graduate students and upper-level undergraduate students who are exploring arts management through journalism (PR), business, public policy and affairs, all arts disciplines are encouraged to take this course. BIS, IDIM, MLS and MPA and Non-Profit Management degrees are particularly good fits for this course.

Class time: 30% lecture, 50% Discussion, 20% In class exercises and project synthesis

Th 5760 Advanced Stage Management

(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]; meets DELM req of classroom

Instructor: Montgomery, Jean A

Description: The course is a practical extension of TH 5716. You would participate as part of the stage management team on a production during this year's University Theatre season or, in rare cases, on a special project arranged with the instructor.

Class time: 100% Practical lab

Work load: Practical lab

Grade: 100% special projects

Th 5993 Directed Study

(Sec 001, 002); 1-5 cr; max crs 20, 20 repeats allowed; prereq 6 Th cr, instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study.

Translation and Interpreting

215 Nolte Center: 612/624-5024

Trln 1201 Fundamentals of Health Care for Interpreters

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

Instructor: STAFF

Description: This course introduces the terms, concepts and communicative strategies used by English-speaking health care providers when they treat patients. Self-instructional materials and group study on medical terms and concepts will be augmented by weekly lectures by medical specialists presenting concepts and issues in their particular areas of practice. This course, taught in English, is designed for students of interpreting and working interpreters, especially those specializing in health care interpreting and translation.

TrIn 3001 Introduction to Translation

(Sec 001); 3 cr; prereq Bilingual proficiency in [English, second language of instruction], dept consent; meets DELM req of classroom

Instructor: STAFF

Description: An introductory course in translation oriented toward the translation of documents written in English into the languages of non-English-speaking residents of our communities. The course includes both theory and supervised practice. As an exercise in re-expressing meaning in a second language, the course provides a solid basis for training in interpreting, as well as for translation.

TrIn 3005 Principles of Translation

(Sec 001); 3 cr; prereq Fluent in English, proficient in a second language, not in CCE certificate prog in interpreting; basic knowledge of English grammar recommended; meets DELM req of classroom

Instructor: Bogoslaw, Laurence Hersche

Description: Introduces students to key linguistic principles that help us understand how language makes meaning. Examines ways to apply these principles to translation. Designed for students working in languages not covered by lab sections in other TrIn courses. Does not count towards CCE's Certificate Program in Interpreting.

TrIn 3101 Introduction to Interpreting

(Sec 001, 002); 3 cr; prereq high level of proficiency in spoken English and another language; 3001 recommended; meets DELM req of classroom

Instructor: STAFF

Description: A practical and theoretical introduction to interpreting in health, human service, and legal settings. Emphasis on understanding the unique role of the interpreter, current models and modes of interpreting, ethical issues and professional standards of practice, and developing skills in understanding and analyzing spoken language.

University College

150 Wesbrook Hall: 612/624-4000

UC 3201 Web Designer Introduction

(Sec 001, 002); 4 cr; A-F only; meets DELM req of classroom

Instructor: Husom, David Harold

Description: See and learn the Web design process by mastering the four phase process of site development: plan, design, launch, and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop, Macromedia Dreamweaver and Flash to build your own Website. Also get a firm foundation in HTML and CSS. The class includes lectures, exercises, and lab time in a small, hands-on class. No prerequisites or previous experience required. Texts will be available at the Coffman Bookstore.

Urban Studies

348 Social Sciences Building: 612/626-1626

UrbS 3201 Urban Studies Colloquium

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

Instructor: STAFF

Description: Sec 002: Suburban shopping: beyond the strip-mall (MEETS THE FIRST 1/2 OF TERM, THURSDAYS-6:30-8:30, CLASS NUMBER 20405) Many suburban and exurban communities in major metropolitan areas are creating new "downtowns" ; as community focal points, gathering places, and leisure centers. This course will use case studies in a presentation and discussion format to explore the central urban design concepts and attributes of "lifestyle centers" and newly created suburban downtowns. The purpose of this class is to increase your knowledge of the planning concepts and features included in place making in suburbia and the developing urban fringe. Course work will include readings, site visits, and class discussions. Matt Goldstein is a land development manager with Lundgren Construction.

UrbS 3500 Urban Studies Workshop

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

Instructor: Connolly, Pat James Pentel, Paula R

Description: This workshop will explore the dynamic and inter-related process through which commercial real estate is developed--from concept to ground breaking to occupancy and management. The course will explain the necessary, inter-dependent steps in developing various types of commercial real estate (retail, office, industrial, multi-family, etc.): identifying a market need, finding and controlling a site, obtaining municipal feedback and approvals, qualifying for financing, design, and construction. Students will gain an appreciation for the skills in orchestration demanded of real estate developers. The course will be colored by and rooted in real-time on-going experiences of the instructor. A comfort level with quantitative analysis (or an openness to learn) will be necessary--analogous in rigor to college algebra, MicroSoft Excel, and familiarity with the concepts of budgets and mortgage payments. Metro area planners, designers, construction experts, lenders, and developers will act as guest lecturers. A mixture of lectures, presentations, group discussions and field trips, when possible, will augment the experience. Students will be expected to complete readings from handouts, prepare individual case studies drawn from contemporaneous news media, complete homework exercises, participate in a group project and presentation, and attend off site class sessions and be able to travel to observe selected locations in the Twin Cities.

UrbS 3500 Urban Studies Workshop

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq instr consent ; meets DELM req of classroom

Instructor: Ingraham, Gregory Howard Pentel, Paula R

Description: Urban Studies 3500 002 Taking the Pulse of the Community - Public and stakeholder input are foundations of most public planning efforts. Successful public involvement can lead to project success, while public dissent, lack of buy-in or political fallout can occur when the public or key stakeholders are not involved in the process. This course will review the role of public participation in planning and will examine input options, techniques and pitfalls through the use of real world examples and projects. Greg Ingraham is a planner and landscape architect with Hoisington Koegler Group. He is a specialist in public input strategies and will impart his experience in "taking the pulse of the community" and building consensus for public planning and design projects.

UrbS 3900 Urban Studies Internship Seminar

(Sec 001); 2 cr; max crs 4; A-F only; prereq Sr, internship placement, dept consent, instr consent; meets DELM req of classroom

Instructor: Pentel, Paula R

Description: This weekly seminar integrates a student's internship experience with their academic program. This course is appropriate for any student completing an internship that has

an urban focus. Students must have their internships secured prior to the beginning of the term, and must speak to Paula Pentel prior to registering.

Class time: 10% lecture, 90% Discussion

Work load: 10-20 pages of reading per week, Six short assignments and a journal are required.

Urbs 3993 Urban Studies Directed Study

(Sec 001); 2-3 cr; max crs 6, 3 repeats allowed; A-F only; prereq UrbS majors, instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: For students with a specific educational objective that cannot be satisfied through regular curriculum (e.g., foreign study) and for honors students to complete an honors opportunity.

including technical writing, project managing, and multimedia/Internet designing. The course will also address the many fields in which STC professionals work, such as medical technology, computer software, agriculture, and natural resources. It will also introduce the employment (marketing) portfolio, student and professional organizations, and trade and scholarly journals. Since these topics and applications cover a wide variety of experiences, the class will be light on lecture and heavy on guest speakers including professors, undergraduate and graduate students, and industry professionals who will share their expertise and experiences. The course is graded pass/fail (S-N).

Class time: 10% lecture, 45% Discussion, 45%

Work load: 5 pages of reading per week, 5 pages of writing per semester, 1-2 papers

Course URL: <http://www.agricola.umn.edu/rhet1001/>

Urdu

453 Folwell Hall: 612/625-6534

Urdu 4001 Beginning Urdu

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

Instructor: STAFF

Description: This 4xxx-level course is a special option for graduate or professional students to take the 1xxx-level Beginning Urdu course for reduced credits. If you are a graduate or professional student, you may register for Beginning Urdu under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for URDU 1101. See the course guide description for URDU 1101.

Writ 1152W Writing on Issues of Science and Technology

(Sec 001, 002); 4 cr; A-F only; prereq exemption from 1101 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is designed to explore issues of scientific writing. Students explore the ethical, social and political challenges that science and technology create. Students gain: 1) Familiarity with the strategies of rhetorical analysis; 2) A basic fluency in the conventions and philosophy of scientific discourse, and 3) Understanding the role of science in society. For non-science majors, the goal of the process is to gain competency in science as it pertains to political and social situations, which you will face as a citizen. For science majors, the goal is to increase your skill as a participant in these future debates. Specific topic areas include bio-science and environmental controversies; such as cloning, organ transplantation, pollution, and ozone depletion.

Vietnamese

Viet 1015 Accelerated Beginning Vietnamese

(Sec 050); 5 cr; prereq Ability in basic spoken Vietnamese; meets DELM req of classroom

Instructor: Dang, Nhat Thong

Description: This course is the first of a two semester sequence of beginning Vietnamese: it is for heritage students who have no background knowledge of Vietnamese or have some basic language skills. The learners will be able to speak, read, and write simple sentences, and to understand short paragraphs or stories related to everyday life activities and some notions of history and culture of Vietnam.

Class time: 50% lecture, 20% Discussion, 30% language drills

Work load: 30 pages of reading per week, 10 pages of writing per semester, 7 exams, 1 papers

Grade: 25% final exam, 8% written reports/papers, 40% quizzes, 7% class participation, 20% homework

Exam format: multiple choice, fill in the blank, interview, essay, matching, dictation.

Writ 1201 Writing Studio

(Sec 001-021); 4 cr; A-F only; prereq Some sections limited to non-native speakers.; meets DELM req of classroom; meets DELM req of conference/workshop

Instructor: STAFF

Description: WRIT 1201 introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for expression of ideas and informed views. Students also learn a working vocabulary for discussing writing. Readings focus around a coherent, challenging theme but ultimately lead to writing. Typical assignments include informal writing derived from personal experience, response to readings, analysis and evaluation of sources on the web and in print, and formal papers that increasingly make use of sources as well as close reading of texts. The course is taught in a computer classroom, where the active practice of writing, from gathering ideas for a paper, through the drafting of papers, to careful editing can develop most fruitfully. Some sections are designated for non-native speakers and are joined to other learning community courses. This course does NOT meet the first-year writing requirement

Class time: 10% lecture, 15% Discussion, 75%

instructor-directed practice of writing related to papers

Work load: 30 pages of reading per week, 20-25 pages of writing per semester, 4 papers

Grade: 80% written reports/papers, 20% class participation, 0% Class participation includes required in-class writing

Writing Studies

Writ 1001 Introduction to Scientific and Technical Communication

(Sec 001); 2 cr; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to Scientific and Technical Communication introduces the field of STC to current and potential STC students. Discussions, lectures, and guest speakers introduce the everyday work of STC professionals,

Writ 1301 University Writing

(Sec 001, 140, 175); 4 cr; A-F only; prereq Some sections limited to non-native speakers.; meets DELM req of classroom; meets DELM req of conference/workshop

Instructor: STAFF

Description: WRIT 1301 fulfills the first-year writing requirement. It involves critical reading, writing, and thinking as students practice some of the types of writing they may expect in their

college career such as summaries, essays, academic arguments, bibliographies, and papers built on research. The course helps students develop, at a minimum, an approach to writing that relies on clear statement of a thesis and support of that thesis with appropriate sources and documentation. Time is spent discussing rhetorical elements of writing such as audience, purpose, and argumentative structure. Students also practice steps in the writing process such as invention, research, organization of ideas, paper drafting, revision, and editing. Students report, synthesize, and draw conclusions regarding the significance of what they read. Students become more aware of the rhetorical choices available to them and learn to make appropriate choices. Some sections may be taught in computer classroom. Some sections are offered online. Some sections may include a service-learning component.

Class time: 10% lecture, 35% Discussion, 55%

Instructor-directed work on writing assignments, including one-to-one conferences.

Work load: 40 pages of reading per week, 20-25 pages of writing per semester, 3-4 shorter papers, one longer researched paper

Grade: 80% written reports/papers, 20% class participation, 0% Class participation includes required in-class writing.

Writ 1311 The Family in American Experience (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Nichols, Capper

Description: The meaning and configurations of family in North America have changed over time, and continue to change: family is a concept and social practice always being revised. In this class, we will talk and read about the changing family as it has been depicted and worried over in American literature--in the novel, short story, memoir, music, children's literature, and in film and television. As the literary record shows, change has been fueled by a complex web of social and political forces. Slavery, war, and economic depression have challenged the family, as have shifting notions of gender roles, marriage, parenting, and sexuality. The struggle to create, protect, and maintain family is a central drama of American experience, especially in recent generations. In this course we will concentrate mostly (though not exclusively) on the literary family of the last half-century. Texts may include *Bastard Out of Carolina* - Dorothy Allison; *Beloved* - Toni Morrison; *String Too Short to be Saved* - Donald Hall; *Dangerous Angels* - Francesca Lia Block; *Drop City* - T.C. Boyle; *The Kid* - Dan Savage; *The Grapes of Wrath* - John Ford, director; *Say Anything* - Cameron Crowe, director; and selected television situation comedies.

Class time: 25% lecture, 75% Discussion

Work load: 100 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers

Grade: 20% written reports/papers, 20% class participation, 60% Take-home essay exams

Exam format: essay

Writ 1315 The Land in American Experience (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: This version of "The Land in American Experience" will focus on contemporary mediations of urban, suburban, rural and wild space through a wide variety of media. We will examine how land in America is represented in literature, environmental discourse, social thought, art, film, mass media, museums, indigenous practices, scientific knowledge, and tourist promotions, and we will discuss how such mediations shape our knowledge and experience of land. We begin by exploring different conceptions of land, land use, and development and ask how these ideas have figured in transformations of American landscape. We then consider how tensions between land as private property, as public space, and as indigenous or native place plays out in a number of specific sites. In doing so, we will attend to how the politics of class and race shape mediations of

land through a range of work, including Mike Davis's *Ecology of Fear*, Charles Wohlforth's *The Whale and the Supercomputer*, as well as selections from Gillian Helfield and Catherine Fowler's *Representing the Rural*. Special emphasis will be placed on issues of natural disaster and urban land development in American experience and this focus will be elaborated through close study of specific examples. These will include earthquakes and flooding in Southern California, heat waves in Chicago, the 2005 flooding of New Orleans, and impacts of global warming on land and the lived experience of native land-use cultures in Alaska and the Arctic.

Class time: 40% lecture, 60% Discussion

Work load: 50-75 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: Exams will require a number of short written responses consisting of 2-3 sentences and a single essay response addressing one question the student selects from a set of three questions.

Writ 1381W Rhetorical Fictions and 20th Century Conflicts: West Africa, Vietnam, and t

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

Instructor: Walzer, Arthur Eugene

Description: In Rhet 1381 we will read 20th-century novels and non-fictional accounts of important political events, for example, the Holocaust and the conflict in Middle East, that have shaped the 20th century and continue to influence us today. The course focuses on two types of comparisons. First, we will compare accounts by native inhabitants of the region, for example, a novel by the Nigerian writer Chinua Achebe, with an account by a Colonialist writer, for example, a novel by Joyce Cary (who served in Africa as part of the British Foreign Service). Second, we will compare fictional accounts with non fictional accounts as persuasive documents. The goals are to increase awareness of the role that culture plays in what we see and to understand how novels can be persuasive.

Class time: 20% lecture, 80% Discussion

Work load: 75 pages of reading per week, 20-25 pages of writing per semester, 5 papers, Scheduled quizzes on assigned reading

Grade: 50% written reports/papers, 25% quizzes

Exam format: Quizzes are short answer (50%) and essay (50%)

Course URL: <http://www.tc.umn.edu/~awalzer/Rhet1381/>

Writ 1401 Writing and Academic Inquiry

(Sec 001-009); 4 cr; A-F only; meets DELM req of classroom; meets DELM req of conference/workshop

Instructor: STAFF

Description: WRIT 1401 fulfills the first-year writing requirement. It challenges students to think strategically about developing and communicating ideas within different contexts. Students examine increasingly challenging texts as they apply their writing processes, with feedback from the instructor and peers, in order to craft thesis-driven academic analyses and arguments. Students master the concepts of audience, purpose, and context to demonstrate effective communication both for and beyond an academic audience. Classroom activities include discussion of readings, peer review, informal writing assignments. Students craft focused thesis statements that articulate a clearly reasoned position and use credible evidence to support a sustained argument. Through guided practice, students refine their control over focus, organization, style, diction, and grammar, and use the revision process to achieve their writing goals. Students use University libraries to locate, evaluate, and apply scholarly sources. Some sections may focus on writing with and for new media. Some sections may include a service-learning component.

Class time: 80% lecture, 20% Discussion

Work load: 50-60 pages of reading per week, 25-30 pages of writing per semester, 3-4 shorter papers, one longer researched

paper

Grade: 70% written reports/papers, 30% class participation, 0% In-class participation

Writ 3257 Scientific and Technical Presentations
(Sec 001-003); 3 cr; prereq COMM 1101 or instr consent ;
meets DELM req of classroom

Instructor: STAFF

Description: An advanced class in oral presentation, designed so students can continue to enhance and improve their public speaking skills. Learn presentation software and other computer technology, and understand the complexities of presenting scientific or technical information. Students will be asked to focus on presenting scientific or technical information to a general audience. Course focuses on learning theories and techniques for effective communication through verbal presentation, visual communication, and supplemental materials. Analysis and critical thinking skills are also emphasized. Class participation is an essential element of this course.

Writ 3291 Independent Study

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

Instructor: STAFF

Description: Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

Writ 3302 Science, Religion, and the Search for Human Nature
(Sec 001); 3 cr; meets CLE req of Other Humanities Core;
meets DELM req of classroom

Instructor: Philippon, Daniel J

Description: Is religion opposed to science? Does science rule out a personal God? Does evolution rule out God's existence? Is life reducible to chemistry? Was the universe created? Do we belong here? Does the universe have a purpose? Is religion responsible for the ecological crisis? These are some of the many questions we will ask in this course, which explores the complex relationship that science and religion have had in Western culture. Together we will examine several prominent historical and contemporary methods and theories of science, as well as their implications for the concepts of God and human nature. We will discuss such subjects as language and metaphor, miracles and falsification, creation and evolution, genetic engineering and human dignity, and cosmology and environmental ethics, and our readings will include provocative new work by such thinkers as Richard Dawkins, E. O. Wilson, Michael Ruse, Francis Collins, and Sam Harris. We will also listen to some popular music about these issues, see a wide range of video clips, and watch a full-length feature film.

Class time: 40% lecture, 60% Discussion

Work load: 60 pages of reading per week, 12 pages of writing per semester, 2 exams, 4 quizzes, 8 short response papers

Grade: 15% mid-semester exam(s), 20% final exam, 35% written reports/papers, 20% quizzes, 10% class participation

Exam format: Quizzes: various formats; Exam: essay

Writ 3361 Literature of Social Movements in the United States: 1950 to 2000

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Schuster, Mary Lay

Description: This course examines the personal and political reasons people become involved in social movements, and how they express their arguments and ideologies when they move into the public arena. It also investigates how these arguments and ideologies, these personal and political reasons, are represented in works of fiction (novels, drama, and film) and in memoirs and documentaries. Seven social movements will be examined within the course: Civil Rights, Women's Movement, Anti-Vietnam War, AIDS Activism, Disability Movement, Chicano/Latino Movement, and Environmental Movement.

Through class discussion and reading, we will identify the persuasive strategies involved in these movements, the characteristics of the "good citizen," the motivations for involvement and commitment on one side or the other, the public expression of these ideals and commitments, and the degree and kind of action taken. We then identify the literary expression of the ideals of each movement as interpreted by the novelist, playwright, documentary filmmaker, and popular filmmaker.

Class time: 75% Discussion, 25% Small group discussion; viewing of films and documentaries

Work load: 50 pages of reading per week, 16 pages of writing per semester, 2 exams, Two take-home exams, in-class readings, quizzes

Grade: 35% mid-semester exam(s), 35% final exam, 15% quizzes, 15% class participation

Exam format: Take-home essay exams

Writ 3371 Technology, Self, and Society
(Sec 001); 3 cr; prereq [Jr or sr]; meets CLE req of
Citizenship/Publ Ethics Theme; meets CLE req of Historical
Perspective Core; meets DELM req of classroom

Instructor: Nichols, Capper

Description: In this course we will study the cultural history of technology, examining the ways machines and technical processes have impinged on and influenced people's lives in the United States over the last two centuries. In the U.S. we have repeatedly re-organized our habits and thinking around new technologies, in a process most often described as "progress" yet deep ambivalence has been a common response to technological advance. A new tool promises us a greater reach but also threatens familiar ways of living and thinking. Any big technological development thus challenges the values of a culture, and part of our work in this course will be to investigate the ethical dilemmas associated with technologies. In an effort to focus such a large subject, we will concentrate for much of the semester on three limited but still large categories: transportation, energy, and communication. Texts will include history, theory, literature, and film.

Class time: 25% lecture, 75% Discussion

Work load: 40 pages of reading per week, short papers, presentation, pattern and design project

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

Writ 3383 In Search of Nature

(Sec 001); 3 cr; meets CLE req of Environment Theme;
meets CLE req of Other Humanities Core; meets DELM req
of classroom

Instructor: Nichols, Capper

Description: Over the course of North America history, the search for nature has been inspired by a range of desires and understandings: nature has been imagined as nemesis, resource, sanctuary, mother, museum, playground, role-model, companion, ally.... As the trajectory of such a list shows, ecological consciousness has expanded in recent times-but such change has not been easy or universally embraced. We have struggled with questions about our relations to nature: where do we fit into the world? How should we behave, in relation to the land and to other species? We ask such questions as part of the search for right and satisfying ways of living on earth. In this course, we will begin by attempting to establish definitions of nature in North America, and then briefly and generally examine current environmental conditions. Once we have established a context of attitude and situation, we will consider such topics as nature and childhood, nature and art, nature and science (in particular wildlife studies), and nature and recreation. You will be asked to read, to participate in class discussions, and to write a series of short essays. We will also (hopefully) go on several field trips.

Class time: 25% lecture, 75% Discussion

Work load: 60 pages of reading per week

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

Writ 3404 Environmental Communication**(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Russill, Chris

Description: This course examines the emergence, development, and immense proliferation of communication on environmental issues with special attention to the globalization of environmental discourse over the last 30 years. We begin by discussing the problem of how best to conceptualize the pervasive conflicts between expert knowledge and public participation in the environmental realm from the perspective of communication theory. This problem has been addressed through a number of discursive frameworks and we will examine several of the more influential ones to investigate how these frameworks shape problem formulation and solutions. Our focus on this problem will be decidedly contemporary and pragmatic. It will be grounded in equal measures of theory, research, and practical application, with students focusing their efforts on the aspects of that mix interesting them most. In the second half of the course, we will examine the implications of different styles of environmental communication in multiple realms of social practice including politics, policy, journalism, mass media, indigenous knowledge, scientific knowledge, and popular culture. Students will gain practical experience through scenario exercises designed for applying principles of environmental communication to real world phenomena and engage in a public communication project.

Class time: 20% lecture, 40% Discussion, 40% scenario exercises, role-playing, and practical application

Work load: 50-75 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% in-class presentations, 20% Students will choose between a formal research paper and practical application/public communication project

Exam format: questions requiring short answer

Writ 3562W Technical and Professional Writing**(Sec 001, 075, 095-096); 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv], [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** STAFF

Description: Rhetoric 3562W focuses on writing a variety of documents for technical audiences, e.g., letters, resumes, instructions, memos, proposals, and reports. Students will select a client in their field of study for this class, and many of the documents they create will be directed toward that client. This course stresses the importance of process, audience analysis, technical communication, oral communication, visual design and usability.

Writ 3671 Visual Rhetoric**(Sec 001); 3 cr; A-F only; prereq [3562, STC major] or instr consent ; meets DELM req of classroom****Instructor:** Longo, Bernadette

Description: This course will cover the fundamentals of developing visual representations for uses in technical documents. Standard graphical displays will be covered, such as charts, graphs, tables, and photographs, as well as interactive and video displays. Multiple media, and relations between visuals and text will be explored. Students will learn design principles and theories, will analyze visual displays, and will create visual displays for a specific audience and purpose.

Class time: 40% lecture, 30% Discussion, 30% in-class groups

Work load: 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 20% special projects, 10% quizzes, 10% in-class presentations, 10% class participation

Exam format: essay

Writ 3751W Seminar: Theory and Practice of Writing Consultancy**(Sec 001); 4 cr; prereq Currently working in a University writing center, instr consent; credit will not be granted if credit received for: 3607; meets CLE req of Writing****Intensive; meets DELM req of classroom****Instructor:** Jamsen, Kirsten

Description: This course is an undergraduate seminar in the theory and practice of teaching writing through one-to-one consultations, to be taken while teaching in a writing center environment. Fundamentally, we will assume that writing is a process with many stages, not one simple end product, and that all writers, no matter how successful, can benefit from receiving thoughtful feedback and engaging in serious revision of their writing. In this course, not only will you learn to be a successful writing consultant, but you will also become more aware of your own writing process and learn to apply a variety of writing and reading strategies. Ideally, you'll leave this course having grown as both a writer and a teacher of writing. Just like your work as a consultant, this course is built on the ethic of peer collaboration. In all aspects of the course, you will be both teachers and learners at the same time. Together, we will explore theories of literacy and teaching writing, asking such questions as... How do writers learn to write? . How is writing taught in the academy? Why? . How do rhetorical conventions and views of literacy vary across disciplines? . How is writing influenced by a writer's experiences and culture? . How does technology influence the writing process? . How do race, class, and gender inform writing and the teaching of writing? . How, and why, does writing consulting work?

Class time: 60% Discussion, 40% small group activities

Work load: 60 pages of reading per week, 25 pages of writing per semester, 4 papers, one-to-one and small group activities

Grade: 90% written reports/papers, 5% in-class presentations, 5% class participation

Exam format: no exams

Writ 4196 Internship in Scientific and Technical Communication**(Sec 001); 1-3 cr; max crs 3, 3 repeats allowed; S-N only; prereq STC major, instr consent ; meets DELM req of classroom; meets DELM req of Partially Internet-delivered****Instructor:** STAFF

Description: Internships are designed to allow students to take classroom skills and knowledge into the workplace and apply these skills in a practical setting; in addition, students learn about working as a technical communicator in an organizational setting. See Rhetoric Internship Guide for more information.

Writ 4258 Information-Gathering Techniques in Scientific and Technical Communication**(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Mc Dowell, Earl Ernest

Description: Questionnaire development, informational interviewing, and focus group interviewing. Emphasis on guides, schedules, questioning techniques, and communication theories. Descriptive statistics used to analyze data for various projects. This course is designed for technical communication students and other students who want to learn how to conduct interviews, as well as participate as interviewees, in employment, exit appraisal, persuasive and problem-solving interviews. I am the author of the textbook used in the course.

Class time: 20% lecture, 80% Discussion

Work load: 30 pages of reading per week, 50 pages of writing per semester

Grade: 47% written reports/papers, 20% in-class presentations, 33% class participation

Exam format: Essay

Writ 5001 Introduction to Graduate Studies in Scientific and Technical Communication**(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent ; meets DELM req of classroom****Instructor:** Longo, Bernadette

Description: This course introduces MSSTC students to issues in the field of scientific & technical communication, such as professional code of practice, audience analysis, media selection, international communication, legal concerns, usability, and issues specific to fields such as medicine or computer

development. Issues may change from semester to semester. Recommended for students in their first semester or two of MS coursework.

Class time: 30% lecture, 40% Discussion, 30% in-class groups
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% in-class presentations
Exam format: essay

Description: Independent reading and/or research under faculty supervision. This course can be taken for undergraduate or graduate credit.

Class time: 100% Individually designed and negotiated.

Writ 5196 Internship in Scientific and Technical Communication

(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC grad or instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Internship sites may include the University, industry, or government agencies. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

Writ 5511 Research in Scientific and Technical Communication (Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: Mc Dowell, Earl Ernest

Description: Experimental and survey research techniques for both quantitative and qualitative methodologies in STC. Face-to-face interviewing, telephone interviewing, questionnaire development, focus group interviewing, contextual inquiry, using rating, ranking, and q-sort methods. Ethics, experimental bias, and inferential statistical analyses. Students will write research proposals, learn how to complete statistical analyses and conduct research studies. I am the author of the textbook used in the course.

Class time: 25% lecture, 75% Discussion

Work load: 40 pages of reading per week, 50 pages of writing per semester, 1 exams, 5 papers

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

Exam format: Multiple choice

Writ 5664 Science Writing for Popular Audiences

(Sec 001); 3 cr; A-F only; prereq Rhet 3562 or instr consent; meets DELM req of classroom

Instructor: Logie, John

Description: This course will examine how scientific information is transformed as it moves from disciplinary journal articles (and other scientific discourse) to articles for popular audiences, such as those in the New York Times "Science Times" section, or in magazines like Discover. Students will read science and technology articles directed at lay readers and will trace out the journal articles and other sources of this reporting. Students will use rhetorical and other theories to examine and critique popularized articles. During the course of this criticism, students will develop a heuristic for writing such articles. Along with their critiques and analyses, students will also use their knowledge to research a scientific or technical topic and write an article for a specific popular audience. Some practical advice will be given on how to launch a career as a science writer. When possible, the class will also attend a lecture by a science writer.

Class time: 15% lecture, 70% Discussion, 15% Writing workshops

Work load: +/- 100 pages of reading per week, 40 pages of writing per semester, 4 papers

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

Youth Development and Research 170 Peters Hall: 612/624-3700

YoSt 5291 Independent Study in Youth Studies

(Sec 001-003); 1-8 cr; max crs 8, 1 repeat allowed; meets DELM req of classroom

Instructor: STAFF